

**GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2019**

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**HOUSE BILL 377  
Committee Substitute Favorable 3/26/19**

Short Title: Reduce Testing.

(Public)

Sponsors:

Referred to:

March 19, 2019

A BILL TO BE ENTITLED

AN ACT TO REPLACE OR ELIMINATE CERTAIN TESTS ADMINISTERED TO STUDENTS IN PUBLIC SCHOOLS AND TO PROHIBIT HIGH SCHOOL GRADUATION PROJECTS AS A CONDITION OF GRADUATION.

The General Assembly of North Carolina enacts:

**PART I. ELIMINATE NC FINAL EXAM**

**SECTION 1.(a)** The State Board of Education shall eliminate the use of the NC Final Exam as part of the statewide testing program to assess teacher performance and professional growth. The NC Final Exam shall not be administered as part of the statewide testing program for any other purpose.

**SECTION 1.(b)** This section is effective when it becomes law and applies beginning with the 2019-2020 school year.

**PART II. REPLACE EOGS WITH THROUGH-GRADE ASSESSMENT MODEL SIMILAR TO NC CHECK-INS**

**SECTION 2.(a)** The State Board of Education shall eliminate the use of End-of-Grade (EOG) tests for grades three through eight. The State Board shall adopt a policy to require administration of a through-grade assessment model with three interim assessments similar to NC Check-Ins in grades three through eight three times per school year as follows: The first through-grade assessment shall be administered no later than November 15, the second through-grade assessment shall be administered no later than the end of February, and the third through-grade assessment shall be administered within the final 10 instructional days of the school year for year-long courses and within the final five instructional days of the semester for semester courses. The average of the combined scores earned for at least two of the through-grade assessments shall constitute the annual assessment for grades three through eight, and all provisions of Subchapter IV of Chapter 115C of the General Statutes concerning annual assessments for grades three through eight shall apply to this averaged score.

In addition to making any necessary adjustments to currently developed through-grade assessments, the State Board shall develop through-grade assessments for science for grade five and grade eight and for reading for grade three. A third grade student who fails to demonstrate reading proficiency, as demonstrated by the averaged score of the relevant through-grade assessments for reading, may retake the third through-grade assessment for reading prior to the end of the school year, and the score of the readministered third through-grade assessment for reading may be used for the purpose of demonstrating reading proficiency.



1 Policies regarding participation in the NCEXTEND1 alternative assessment may be  
2 applied in the same manner as prior to the enactment of this act, and the State Board of Education  
3 may continue use of the NCEXTEND1 for students with disabilities, as appropriate.

4 The State Board of Education shall review existing testing security policies and shall  
5 revise them as necessary to provide for as secure a testing environment as required by federal  
6 law or as a condition of a federal grant. The State Board shall not require testing security  
7 measures in excess of those required for federal compliance.

8 **SECTION 2.(b)** G.S. 115C-81.36(b) reads as rewritten:

9 "(b) When advanced courses are offered in mathematics, any student scoring at a level  
10 ~~five on the end-of-grade or end-of-course test that denotes superior command of knowledge and~~  
11 skills for the mathematics course in which the student was most recently enrolled shall be  
12 enrolled in the advanced course for the next mathematics course in which the student is enrolled.  
13 A student in seventh grade scoring at a level five on the seventh grade mathematics end-of-grade  
14 ~~test that denotes superior command of knowledge and skills~~ shall be enrolled in a high school  
15 level mathematics course in eighth grade. No student who qualifies under this subsection shall  
16 be removed from the advanced or high school mathematics course in which the student is enrolled  
17 unless a parent or guardian of the student provides written consent for the student to be excluded  
18 or removed from that course."

19 **SECTION 2.(c)** G.S. 115C-105.41(a) reads as rewritten:

20 "(a) In order to implement Part 1A of Article 8 of this Chapter, local school administrative  
21 units shall identify students who are at risk for academic failure and who are not successfully  
22 progressing toward grade promotion and graduation, beginning in kindergarten. Identification  
23 shall occur as early as can reasonably be done and can be based on grades, observations,  
24 diagnostic and formative assessments, State assessments, and other factors, including reading on  
25 grade level, that impact student performance that teachers and administrators consider  
26 appropriate, without having to await the results of ~~end-of-grade or end-of-course State-mandated~~  
27 tests."

28 **SECTION 2.(d)** G.S. 115C-276(q) reads as rewritten:

29 "(q) To Assign School Principals. – Subject to local board policy, the superintendent shall  
30 have the authority to assign principals to school buildings. When making an assignment, the  
31 superintendent shall consider (i) whether a principal has demonstrated the leadership ability to  
32 increase student achievement at a school where conditions indicated a significant risk of low  
33 student performance; and (ii) how to maintain stability at a school where, during the time the  
34 principal has been at a school, there has been significant improvement on ~~end-of-course or~~  
35 ~~end-of-grade tests and other~~ accountability measures developed by the State Board of Education."

36 **SECTION 2.(e)** This section is effective when it becomes law and applies beginning  
37 with testing administered for the 2022-2023 school year.

38  
39 **PART III. REPLACE EOCS WITH THE ACT OR OTHER NATIONALLY**  
40 **RECOGNIZED ASSESSMENT OF HIGH SCHOOL ACHIEVEMENT AND COLLEGE**  
41 **READINESS AND ELIMINATE REQUIRED ADMINISTRATION OF ACT**  
42 **WORKKEYS**

43 **SECTION 3.(a)** The State Board of Education shall eliminate use of End-of-Course  
44 (EOC) tests for grades nine through 12. The nationally recognized assessment of high school  
45 achievement and college readiness, or the alternate assessment, administered to all students in  
46 eleventh grade pursuant to G.S. 115C-174.11(c)(4) as amended by subsection (d) of this section,  
47 shall constitute the State-mandated testing in grades nine through 12 required by  
48 G.S. 115C-174.11(c)(1). Policies regarding participation in the NCEXTEND1 alternative  
49 assessment may be applied in the same manner as prior to the enactment of this act, and the State  
50 Board of Education may continue the use of the NCEXTEND1 for students with disabilities, as  
51 appropriate.

1           **SECTION 3.(b)** The State Board of Education shall eliminate required  
2 administration of ACT WorkKeys for career and technical education students. For school  
3 performance grades issued based on data from the 2019-2020 school year, the career readiness  
4 indicator described in G.S. 115C-83.15(b)(2)f. and G.S. 115C-83.16(a)(2)b.4. shall not be  
5 considered in the calculation of school performance grades.

6           **SECTION 3.(c)** G.S. 115C-83.15(b)(2) reads as rewritten:

- 7           "(2) For schools serving any students in ninth through twelfth grade, the State  
8 Board shall assign points on the following measures available for that school:
- 9           a. One point for each percent of students who score at or above proficient  
10 on ~~either the Algebra I or Integrated Math I end-of-course test or, for~~  
11 ~~students who completed Algebra I or Integrated Math I before ninth~~  
12 ~~grade, another mathematics course with an end-of-course test.~~the math  
13 subtest of a nationally recognized assessment of high school  
14 achievement and college readiness.
  - 15           b. One point for each percent of students who score at or above proficient  
16 on ~~the English II end-of-course test.~~the reading subtest of a nationally  
17 recognized assessment of high school achievement and college  
18 readiness.
  - 19           c. One point for each percent of students who score at or above proficient  
20 on the ~~Biology end-of-course test.~~science subtest or the science subject  
21 test of a nationally recognized assessment of high school achievement  
22 and college readiness.
  - 23           d. One point for each percent of students who complete Algebra II or  
24 Integrated Math III with a passing grade.
  - 25           e. One point for each percent of students who achieve the minimum score  
26 required for admission into a constituent institution of The University  
27 of North Carolina on a nationally normed test of college readiness.
  - 28           f. ~~One point for each percent of students enrolled in Career and~~  
29 ~~Technical Education courses who meet the standard when scoring at~~  
30 ~~Silver, Gold, or Platinum levels on a nationally normed test of~~  
31 ~~workplace readiness.~~
  - 32           g. One point for each percent of students who graduate within four years  
33 of entering high school.
  - 34           h. One point for each percent of students who progress in achieving  
35 English language proficiency."

36           **SECTION 3.(d)** G.S. 115C-83.16(a)(2) reads as rewritten:

- 37           "(2) For schools serving any students in ninth through twelfth grade, the State  
38 Board shall define the indicators as follows:
- 39           a. Academic indicators. –
    - 40           1. The academic achievement indicator shall include the  
41 following measures:
      - 42           I. Proficiency on ~~either the Algebra I or Integrated Math~~  
43 ~~I end-of-course test or, for students who completed~~  
44 ~~Algebra I or Integrated Math I before ninth grade,~~  
45 ~~another mathematics course with an end-of-course~~  
46 ~~test.~~the math subtest of a nationally recognized  
47 assessment of high school achievement and college  
48 readiness.
      - 49           II. Proficiency on the ~~English II end-of-course test.~~reading  
50 subtest of a nationally recognized assessment of high  
51 school achievement and college readiness.

- 1 III. The growth score earned by schools.
- 2 2. Repealed by Session Laws 2017-206, s. 1(b), effective August
- 3 30, 2017, and applicable beginning with the 2017-2018 school
- 4 year.
- 5 3. The graduation rate indicator shall be the percentage of
- 6 students who graduate within four years of entering high
- 7 school.
- 8 4. The English language proficiency indicator shall be the
- 9 percentage of students who progress in achieving English
- 10 language proficiency.
- 11 b. School quality and student success indicator. – The school quality and
- 12 student success indicator shall be made up of the following measures:
- 13 1. Proficiency on the ~~Biology end-of-course test~~ science subtest
- 14 of a nationally recognized assessment of high school
- 15 achievement and college readiness.
- 16 2. The percentage of students who complete Algebra II or
- 17 Integrated Math III with a passing grade.
- 18 3. The percentage of students who achieve the minimum score
- 19 required for admission into a constituent institution of The
- 20 University of North Carolina on a nationally normed test of
- 21 college readiness.
- 22 4. ~~The percentage of students enrolled in Career and Technical~~
- 23 ~~Education courses who meet the standard when scoring at~~
- 24 ~~Silver, Gold, or Platinum levels on a nationally normed test of~~
- 25 ~~workplace readiness."~~

26 **SECTION 3.(e)** G.S. 115C-174.11(4) reads as rewritten:

27 "(4) ~~To the extent funds are made available, the~~ The State Board of Education shall

28 use a competitive bid process to adopt one ~~nationally norm-referenced college~~

29 ~~admissions test~~ nationally recognized assessment of high school achievement

30 and college readiness to make available to local school administrative units,

31 regional schools, and charter schools to administer to all ~~students in the~~

32 ~~eleventh grade unless the student has already taken a comparable test and~~

33 ~~scored at or above a level set by the State Board.~~ students. The State Board of

34 Education shall require the administration of an alternate to the ~~nationally~~

35 ~~norm-referenced college admissions test~~ nationally recognized assessment of

36 high school achievement and college readiness or an alternate precursor test

37 to the ~~nationally norm-referenced college admissions test~~ nationally

38 recognized assessment of high school achievement and college readiness to a

39 student who (i) ~~exhibits severe and pervasive delays in all areas of conceptual,~~

40 ~~linguistic, and academic development and in adaptive behaviors, including~~

41 ~~communication, daily living skills, and self-care, (ii) is following the extended~~

42 ~~content standards of the Standard Course of Study as provided in~~

43 ~~G.S. 115C-81.5, or is following a course of study that, upon completing high~~

44 ~~school, may not lead to admission into a college-level course of study resulting~~

45 ~~in a college degree, and (iii) has a written parental request for an alternate~~

46 ~~assessment in accordance with federal law.~~

47 ~~The State Board of Education shall ensure that parents of students enrolled~~

48 ~~in all public schools, including charter and regional schools, have the~~

49 ~~necessary information to make informed decisions regarding participation in~~

50 ~~the nationally norm-referenced college admissions test and precursor test.~~

1           Alternate assessment results and ~~nationally norm referenced college~~  
2           ~~admissions test assessment nationally recognized assessment of high school~~  
3           achievement and college readiness results of students with disabilities shall be  
4           included in school accountability reports, including charter and regional  
5           schools, provided by the State Board of Education."

6           **SECTION 3.(f)** G.S. 115C-174.25 is repealed.

7           **SECTION 3.(g)** G.S. 116-11(10a) reads as rewritten:

8           "(10a) The Board of Governors, the State Board of Community Colleges, and the  
9           State Board of Education, in consultation with nonprofit postsecondary  
10           educational institutions shall plan a system to provide an exchange of  
11           information among the public schools and institutions of higher education to  
12           be implemented no later than June 30, 1995. As used in this section,  
13           "institutions of higher education" shall mean (i) public higher education  
14           institutions defined in G.S. 116-143.1(a)(3), and (ii) those nonprofit  
15           postsecondary educational institutions as described in G.S. 116-280 that  
16           choose to participate in the information exchange. The information shall  
17           include:

- 18           a.       The number of high school graduates who apply to, are admitted to,  
19           and enroll in institutions of higher education;
- 20           b.       College performance of high school graduates for the year  
21           immediately following high school graduation including each  
22           student's: need for remedial coursework at the institution of higher  
23           education that the student attends; performance in standard freshmen  
24           courses; and continued enrollment in a subsequent year in the same or  
25           another institution of higher education in the State;
- 26           c.       The progress of students from one institution of higher education to  
27           another; and
- 28           d.       Consistent and uniform public school course information including  
29           course code, name, and description.

30           The Department of Public Instruction shall generate and the local school  
31           administrative units shall use standardized transcripts in an automated format  
32           for applicants to higher education institutions. The standardized transcript  
33           shall include grade point average, class rank, ~~end-of-course test scores, scores~~  
34           from the nationally recognized assessment of high school achievement and  
35           college readiness administered pursuant to G.S. 115C-174.11(c), and uniform  
36           course information including course code, name, units earned toward  
37           graduation, and credits earned for admission from an institution of higher  
38           education. The grade point average and class rank shall be calculated by a  
39           standard method to be devised by the institutions of higher education."

40           **SECTION 3.(h)** Subsections 3(a) and 3(e) of this section become effective January  
41           1, 2020, and apply beginning with testing administered for the 2020-2021 school year.  
42           Subsections 3(b) and 3(f) of this section are effective when they become law and apply beginning  
43           with the 2019-2020 school year. Subsections 3(c) and 3(d) of this section become effective  
44           January 1, 2021, and apply beginning with school performance grades issued based on data from  
45           the 2020-2021 school year. Subsection 3(g) of this section becomes effective July 1, 2020, and  
46           applies beginning with students entering their junior year in the 2020-2021 school year.

47  
48           **PART IV. PROHIBIT STANDARDIZED TESTING BY LOCAL SCHOOL**  
49           **ADMINISTRATIVE UNITS EXCEPT AS REQUIRED BY THE STATE BOARD OF**  
50           **EDUCATION**

1           **SECTION 4.(a)** G.S. 115C-174.11, as amended by subsection (d) of Section 3 of  
2 this act, is amended by adding a new subsection to read:

3           "**(e)** Local school administrative units shall use the tests provided to them by the State  
4 Board and shall not require any additional standardized tests."

5           **SECTION 4.(b)** G.S. 115C-174.12 reads as rewritten:

6 "**§ 115C-174.12. Responsibilities of agencies.**

7           (a) The State Board of Education shall establish policies and guidelines necessary for  
8 minimizing the time students spend taking tests administered through State and local testing  
9 programs, for minimizing the frequency of field testing at any one school, and for otherwise  
10 carrying out the provisions of this Article. These policies and guidelines shall include the  
11 following:

- 12           (1) Schools shall devote no more than two days of instructional time per year to  
13 the taking of practice tests that do not have the primary purpose of assessing  
14 current student ~~learning;~~learning.
- 15           (2) Students in a school shall not be subject to field tests or national tests during  
16 the two-week period preceding the administration of ~~end-of-grade tests,~~  
17 ~~end-of-course tests,~~ a State-mandated through-grade assessment, a  
18 State-mandated nationally recognized assessment of high school achievement  
19 and college readiness, or the school's regularly scheduled final ~~exams;~~  
20 ~~and exams.~~
- 21           (3) No school shall participate in more than two field tests at any one grade level  
22 during a school ~~year;~~ ~~and~~ year.
- 23           (4) All annual assessments of student achievement adopted by the State Board of  
24 Education pursuant to G.S. 115C-174.11(c)(1) and (3) and all final exams for  
25 courses shall be administered within the final 10 instructional days of the  
26 school year for year-long courses and within the final five instructional days  
27 of the semester for semester courses. Exceptions shall be permitted to  
28 accommodate a student's individualized education program and section 504  
29 (29 U.S.C. § 794) plans and for the administration of final exams for courses  
30 with national or international curricula required to be held at designated times.

31           These policies shall reflect standard testing practices to insure reliability and validity of the  
32 sample testing. The results of the field tests shall be used in the final design of each test. The  
33 State Board of Education's policies regarding the testing of children with disabilities shall (i)  
34 provide broad accommodations and alternate methods of assessment that are consistent with a  
35 student's individualized education program and section 504 (29 U.S.C. § 794) plans, (ii) prohibit  
36 the use of statewide tests as the sole determinant of decisions about a student's graduation or  
37 promotion, and (iii) provide parents with information about the Statewide Testing Program and  
38 options for children with disabilities. The State Board shall report its proposed policies and  
39 proposed changes in policies to the Joint Legislative Education Oversight Committee prior to  
40 adoption.

41           The State Board of Education may appoint an Advisory Council on Testing to assist in  
42 carrying out its responsibilities under this Article.

43           ...

44           ~~(d) By October 1 of each year, each local board of education shall notify the State Board~~  
45 ~~of Education of any local standardized testing to be administered to students by the local school~~  
46 ~~administrative unit at the direction of the local board of education in its schools and the calendar~~  
47 ~~for administering those tests. The local board of education shall include the following~~  
48 ~~information:~~

- 49           ~~(1) The source of funds supporting the local testing program.~~
- 50           ~~(2) The time allotted to administer each test.~~
- 51           ~~(3) Whether the test is a computer-based test or a paper-based test.~~

- 1           (4)    The grade level or subject area associated with the test.  
 2           (5)    The date the test results are expected to be available to teachers and parents.  
 3           (6)    The type of test, the purpose of the test, and the use of the test results.  
 4           (7)    Estimates of average time for administering tests required by the local board  
 5                of education by grade level.

6           ~~The local board of education shall meet the requirements of this subsection by inputting the~~  
 7 ~~information into the uniform calendar published by the Department of Public Instruction pursuant~~  
 8 ~~to subsection (e1) of this section.~~

9           (e)    By November 1 of each year, the State Board of Education shall submit a report to  
 10 the Joint Legislative Education Oversight Committee containing information regarding the  
 11 statewide administration of the testing program, including the number and type of tests and the  
 12 testing schedule, ~~and a summary of any local testing programs reported by local boards of~~  
 13 ~~education to the State Board of Education in accordance with subsection (d) of this~~  
 14 ~~section.~~schedule.

15          (e1)   By September 1 of each year, the Superintendent of Public Instruction shall publish  
 16 on the Web site of the Department of Public Instruction a uniform calendar that includes  
 17 schedules for State-required testing and reporting results of tests for at least the next two school  
 18 years, including estimates of the average time for administering State-required standardized tests.  
 19 The uniform calendar shall be provided to local boards of education in an electronic format that  
 20 allows each local board of education to populate the calendar ~~with, at a minimum, the information~~  
 21 ~~required by subsection (d) of this section. The uniform calendar shall be searchable by local~~  
 22 ~~school administrative unit and denote whether a test on the calendar is required by the State or~~  
 23 ~~required by a local board of education with any additional testing information specific to the local~~  
 24 ~~school administrative unit."~~

25           **SECTION 4.(c)** G.S. 115C-174.15 is repealed.

26           **SECTION 4.(d)** This section is effective when it becomes law and applies beginning  
 27 with testing administered for the 2019-2020 school year.

## 29 **PART V. PROHIBIT GRADUATION PROJECTS AS A CONDITION OF** 30 **GRADUATION**

31           **SECTION 5.(a)** G.S. 115C-12(9d) reads as rewritten:

32           "(9d) Power to Develop Exit Standards and Graduation Requirements. –

33           ...

34           b.    The following restrictions apply to the Board regarding Algebra I and  
 35 high school graduation projects:

36           ...

37           2.    The Board shall not require any student to prepare a high  
 38 school graduation project as a condition of graduation from  
 39 high school; ~~local boards of education may, however, require~~  
 40 ~~their students to complete a high school graduation~~  
 41 ~~project.school."~~

42           **SECTION 5.(b)** G.S. 115C-47 is amended by adding a new subdivision to read:

43           "(54a) To ensure that graduation is not conditioned on a graduation project. – A  
 44 student shall not be required to complete a high school graduation project as  
 45 a condition of graduation from high school. Requirements for graduation shall  
 46 be connected only to the completion of required courses."

47           **SECTION 5.(c)** This section is effective when it becomes law and applies beginning  
 48 with the 2019-2020 school year.

## 50 **PART VI. EFFECTIVE DATE**

1           **SECTION 6.** Except as otherwise provided, this act is effective when it becomes  
2 law.