

school districts provide a classroom facilitator, phone, and Internet access to support use of StarNet courses.

Broadcast television has and continues to provide many high-achieving students with learning opportunities not otherwise available to them. The great strength of broadcast television is the capacity to provide broad access to information. But as we pointed out earlier, the presentation of information is only part of the task of education. Helping students process the information into knowledge and skills may be the greater challenge. Telephone and Internet connections enable some students to pose questions or respond to StarNet instructors, but knowledgeable observers say that these interactive capabilities are severely limited. Some local facilitators are able to answer students' questions or even to provide supplementary instruction, but others are limited to such tasks as making sure the technology is working properly and that students are in place and paying attention.

Interactive Television Courses

According to knowledgeable observers, the second most widely-used of the communications technologies is two-way interactive television, which in North Carolina is delivered principally through the North Carolina Information Highway. No comprehensive figures are readily available on exactly how many North Carolina students now take courses via interactive two-way television.

The General Assembly initiated the North Carolina Information Highway in 1994. The Information Highway is a fiber optic network capable of transmitting two-way audio and two-way full motion video. Its primary purpose was to reduce the financial and curricular inequities of educational opportunities in the state. Currently, the Information Highway has over 140 sites connecting many state agencies, high schools, community colleges, colleges, and universities.

The North Carolina School of Science and Math (NCSSM) is one of the original and most respected providers of courses via the North Carolina Information Highway. NCSSM provides advanced math courses, such as Pre-Calculus, Advanced Calculus, and AP Statistics, and other advanced courses including Science of the Mind and AP US History. In addition, NCSSM offers content-specific short enrichment experiences that can be related to regular course work. At each remote site utilizing a NCSSM course, an adult facilitator partners with the course teacher.

Several local school districts also offer coursework via the Information Highway. A common arrangement is for a teacher in one site to teach students in up to four additional sites, as well. Some classes reach across local district boundaries to involve students from several cooperating districts.

While local school districts use the Information Highway, institutions of higher education tend to rely primarily on the North Carolina Research and Education Network (NC-REN), operated by NCMC (formerly the North Carolina Microcomputing Center), a located in Research Triangle Park. The NC-REN Video Network is a multi-site, multi-channel, interactive network connecting over 19 universities, medical schools, and research organizations in North Carolina. The network operates analog video and audio used for face-to-face communications in credit coursework, continuing education collaborative conferences, interactive seminars, and workshops. Participating institutions manage more than 50 interactive video facilities across NC-REN. The network interfaces with the North Carolina Information Highway, and thus could be used to deliver two-way interactive courses to schools that have connections to that network.

Although the Information Highway has expanded opportunities for high-achieving topouts in some districts and schools, the costs of the technology required to use the system has proven too expensive for many of the poorest and more remote districts in the state. Thus, many of the

students to whom the Information Highway was intended to extend greater opportunities have yet to profit from it. Whether further investment in the Information Highway would be the best way to make opportunities more widely available seems to be controversial. Its supporters remain convinced of the power and promise of the technologies chosen by the Information Highway. Others argue that other, cheaper technologies could do the job adequately and broaden access greatly. In the view of the Education Cabinet, the best way to expand and improve instruction via interactive two-way television is not clear at this point.

Web-Based Courses

According to knowledgeable observers, Web-based courses are the newest and thus the least-used of the new technologies, both in North Carolina and across the country. Because the courses are so new and because they are used on such a dispersed basis, no one knows exactly how many North Carolina students are now taking courses via the Web.

There are several providers of Web-based courses, both within North Carolina and in other states. Perhaps the most familiar to North Carolinians is the Web Academy. The Web Academy was developed in 1998 to provide on-line Internet-based distance learning for Cumberland County students in summer school and students who had been suspended from school for an extended period, wanted to graduate early, needed additional credits, or needed remedial work. The Web Academy (www.ccswebacademy.net) offers approximately 70 courses in Cumberland County and has provided courses to other North Carolina school districts including Brunswick, Cabarrus, Caldwell, Carteret, Catawba, Chapel Hill/Carrboro, Chatham, Clinton City, Craven, Edenton/Chowan, Forsyth, Greene, Guilford, Harnett, Hoke, Iredell/Statesville, Johnston, Kannapolis City, Kings Mountain, Lincoln, Moore, Nash-Rocky Mount, New Hanover, Northampton, Orange, Pamlico, Pender, Richmond, Roanoke Rapids City, Robeson, Union, Wake, Watauga, Wayne, Wilkes, and Wilson. Web Academy faculty are trained to facilitate or conduct courses. While there is no cost for Cumberland County students, a \$400 per semester course cost is assessed for each out-of-district student. Participation varies from semester to semester. Approximately 400 students enrolled in the Web Academy in the Fall of 2000. The Web Academy offers courses ranging from basic mathematics and reading competence to honors and AP courses. The seven AP courses offered are AP Biology, AP Chemistry, AP Physics, AP Language and Composition, AP Literature and Composition, AP U.S. History, and AP European History. Since AP courses are two semester or full year courses, the cost for each student outside of Cumberland County is \$800.00.

North Carolina students are also taking Web-based courses offered by other providers, including the Concord Consortium Virtual High School and APEX On-line.

Based in New England, the Concord Consortium Virtual High School (VHS) is a collaborative among high schools across the United States and abroad. VHS (<http://vhs.concord.org>) allows schools to participate in the consortium in exchange for contributing teaching time. Each school can enroll up to 20 students for each course a teacher contributes. VHS offers 55 courses in all curriculum areas. Additionally, there are three AP courses available: AP Statistics, AP European History, and AP Economics. VHS has expanded from 28 schools in 1996 to approximately 200 schools in 2000-2001. There are 32 states, the District of Columbia, and 19 international sites in the VHS network. In North Carolina, the following school districts participate in this consortium: Catawba, Durham, Weldon City, Mecklenburg, Northampton, Onslow, Orange, Robeson, Washington, and Wayne.

Five North Carolina districts (Dare, Charlotte-Mecklenburg, Newton-Conover, Onslow, and Rowan-Salisbury) have also contracted with APEX On-Line, a commercial vendor of Web-based courses. APEX On-Line (<http://www.apex.netu.com>) was begun in the Pacific Northwest in 1997 for profit and offers on-line courses, tutorials, teacher training, and support for AP courses.

Currently, APEX offers 7 two-semester courses and 3 one-semester courses. Each on-line course includes instructor support, on-line resources, and practice exams. The courses are \$395 per semester per student. Additionally, APEX has an Exam Review that includes diagnostic assessments, personalized study plans, multimedia tutorials, and study sessions.

An interesting model for North Carolina to consider is the Florida On-Line High School. The Florida On-Line High School (FOHS) [<http://fhs.net>] was developed in 1996 as a collaborative initiative between two school districts. FOHS serves over 5,000 students across the state of Florida free of charge. The virtual high school offers more than 50 courses in the areas of: business and computer technology, computer education, family and consumer sciences, foreign language, language arts, mathematics, physical education, research and critical thinking, science, and social studies. The high school currently offers Advanced Placement courses in Biology and Calculus and has additional AP courses under development. Originally, course development costs at FOHS ranged from \$50,000 - \$150,000 per course. The Florida Legislature has provided at least \$9 million to support course development and operation of the On-Line High School.

Future Steps

The Education Cabinet itself has limited capacity to work out the specifics of technology applications, including the use of distance learning technologies to provide expanded learning opportunities to dropouts and topouts. But one of the first major actions of the Education Cabinet was to support the first School Technology Users' Task Force in 1995. The report of that Task Force, issued in October of that year, called for development of a State Technology Plan and creation of the School Technology Trust Fund. A five year technology plan was developed, and local school districts were required to develop their own local plans within guidelines provided by the state plan. A second State Technology Plan was completed last year (2000). The School Technology Trust Fund was first funded in 1996. Though funding has not been provided at levels originally envisioned by the Cabinet, local districts have received a total of approximately \$137 million, and much of the credit for the recent progress in putting technology into place should go to the Trust Fund.

A second School Technology Users' Task Force, focused principally on teacher preparation and professional development, was convened in February of 1999. The report of the second Task Force led to a \$1.5 million federal grant, with matching funds from The University of North Carolina and SAS Institute, to improve the capacity of university faculty to train teachers in effective uses of information technologies.

Given the success of the two prior School Technology Users' Task Forces, the Education Cabinet plans to convene a third Task Force to recommend what specific steps the state should take to assure fuller realization of the potential of distance learning technologies in the state, with a special focus on the needs of high school dropouts and topouts.

There are three major requirements for effective utilization of distance education technologies: (1) availability of appropriate, affordable, high quality courses, (2) state level infrastructure to deliver courses, and (3) local district infrastructure and capacity to use them well, including personnel and organizational arrangements as well as technology infrastructure.

Accordingly, the Education Cabinet would like to ask the third School Technology Task Force to address the following questions:

Course Availability

- Is an adequate supply of affordable, high quality courses for dropouts and topouts already available? Are they well-aligned with appropriate content standards? Are there gaps in the current supply of courses?
- To what extent should the state invest in the development of new distance learning courses, and to what extent should we use courses available from existing sources within the state (e.g., The Web Academy), from other states (e.g., Florida), from private non-profits (e.g., The Concord Consortium), or for-profit vendors (e.g., APEX Online)?
- What mechanisms should be put in place to assure that distance education courses are of high quality and are aligned with appropriate standards (e.g., NC Standard Course of Study, Advanced Placement Examinations)?
- More specifically, should the state use a similar approach to the approach that it uses to review and adopt textbooks?

State Level Infrastructure

- What mix of satellite broadcast, interactive television, and Web-based coursework should the state support?
- What are the principal unmet needs for technology infrastructure required to support distance learning for high school students – especially for dropouts and topouts?
- What steps should be taken to meet these needs most effectively, and what would it cost to take each step?
- How might these steps be distributed over time – can they be taken in a series of practical, affordable steps?

Local District Infrastructure and Capacity

- Given your responses to the questions about state level infrastructure, what are the principal unmet needs for infrastructure and capacity to support distance learning in local districts – including personnel and organizational arrangements as well as technology infrastructure?
- More specifically, what configurations of teachers or facilitators should be used to assure that students in distance learning courses have appropriate technical and instructional support? How should appropriate training be assured for them?
- How should student learning be assessed in distance education courses – especially those for which no End-of-Course or Advanced Placement Examinations exist?

- How can we assure that poor and remote rural districts can both afford and successfully implement distance learning approaches?

If the General Assembly concurs, the Education Cabinet will convene a third School Technology Users' task Force to address these questions, and will report back on the recommendations developed by the Task Force.



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November 19, 2003

Appalachian State
University

East Carolina
University

Elizabeth City
State University

Fayetteville State
University

North Carolina
Agricultural and
Technical State
University

North Carolina
Central University

North Carolina
School of
the Arts

North Carolina
University
at Raleigh

University of
North Carolina
at Asheville

University of
North Carolina
at Chapel Hill

University of
North Carolina
at Charlotte

University of
North Carolina
at Greensboro

University of
North Carolina
at Pembroke

University of
North Carolina
at Wilmington

Western Carolina
University

Winston-Salem
University

The Honorable Walter Dalton, Co-Chair
The Honorable Douglas Yongue, Co-Chair
The Honorable Robert Grady, Co-Chair
Joint Legislative Education Oversight Committee
North Carolina General Assembly
16 West Jones Street
Raleigh, North Carolina 27601-2808

Dear Senator Dalton, Representative Yongue, and Representative Grady:

Transmitted herewith is the Report on Measures Used in Decision Making for Incoming Freshmen for Admission and Placement. This is in response to North Carolina Session Laws 2001, House Bill 1246. This law requires the Board of Governors to submit a report to the Joint Legislative Education Oversight Committee by December 1, 2003. House Bill 1246 directed the Board of Governors of the University of North Carolina, in cooperation with the State Board of Education, and the State Board of Community Colleges to study the measures used in decision making for incoming freshmen for admission, placement, and advanced placement. This final report follows the Interim Report that was submitted on February 25, 2002.

If we can provide any further information or answer any questions, please do not hesitate to contact us.

Sincerely,

Gretchen M. Bataille

Attachment

Cc: President Molly Corbett Broad
Senior Vice President J. B. Milliken
Associate Vice President Bobby Kanoy
Associate Vice President Mark Fleming
Fiscal Research Division

**Report on Measures Used in Decision Making for
Incoming Freshmen for Admission and Placement**

**FINAL REPORT
FOR
HOUSE BILL 1246
GENERAL ASSEMBLY of NORTH CAROLINA
SESSION LAWS 2001-312**

**Submitted to
Joint Legislative Education Oversight Committee**

**By
Board of Governors
The University of North Carolina**

December 1, 2003

Executive Summary

House Bill 1246 from the 2001 session of the NC General Assembly directed the Board of Governors of the University of North Carolina (UNC), in cooperation with the State Board of Education, and the State Board of Community Colleges to study the measures used in decision making for incoming freshmen for admission, placement, and advanced placement. The required study was then conducted by a Study Committee established by UNC President Molly Broad, NC Community College System President Martin Lancaster, and State Superintendent Michael Ward. The committee membership is provided in Attachment 2.

Data on end-of-course (EOC) exams were collected from the Department of Public Instruction and data on university admissions, course placement, and advanced placement were collected from the sixteen UNC campuses. A number of statistical studies were conducted to evaluate the data collected. Additionally, qualitative input on the use of EOC exams and standardized test scores for admission, placement, and advance placement was received from UNC Directors of Admission, Secondary School Counselors, and Community College Transfer Counselors.

Summary of Findings

Findings revealed that each UNC campus has taken great care to develop the admissions requirements and processes appropriate to that institution's mission and level of admissions selectivity. All sixteen campuses consider a student's overall high school record as the most important admissions factor with other factors, including standardized test scores, carrying less weight than long term achievement in college preparatory courses in high school. Further, each campus has faculty from the appropriate discipline

involved in the decisions for the academic placement of students and the advanced placement of accelerated students. Neither high school end-of-course tests nor other high school based measures are sufficient at this time to replace campus based instruments or policies used for placement and /or advanced placement.

As a result of this study, The HB 1246 Study Committee concluded the following:

- admissions decisions are a complex process and involve the use of multiple variables in assessing a student's probability for success;
- each of the UNC campuses have demonstrated responsible management in the decision making process and annually review their criteria for admission;
- the admissions offices take great care to insure that the criteria and level of selectivity for admission is consistent with the mission of the campus;
- the high school GPA provides the single greatest predictive value for success in college and the end of course (EOC) test results have been appropriately factored into the GPA; and
- although the GPA is the single best predictor of success in college, the use of the SAT/ACT with the GPA enhances the overall prediction of college success.

Given the above points, the Study Committee recommends that the campuses continue current practices including the use of multiple factors in making admissions, placement and advanced placement decisions. In addition, the Study Committee recommends that a follow-up study be conducted after campuses have had experience with the New SAT, which will be first administered in March 2005 to see what, if any, impact the test enhancements have had on predictive validity in the admissions decision making process. Finally, the UNC Office of the President should direct the campuses to regularly review their admissions, placement and advanced placement policies and practices to insure these policies are dynamic to reflect changes in testing and assessment of prospective students.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2001

HOUSE BILL 1246

RATIFIED BILL

AN ACT TO DIRECT THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA, IN COOPERATION WITH THE STATE BOARD OF EDUCATION AND THE STATE BOARD OF COMMUNITY COLLEGES, TO STUDY THE MEASURES USED FOR ADMISSIONS, PLACEMENT, AND ADVANCED PLACEMENT DECISIONS BY THE CONSTITUENT INSTITUTIONS OF THE STATE'S UNIVERSITY SYSTEM, TO ALLOW INTELLECTUALLY GIFTED YOUTHS TO ATTEND COMMUNITY COLLEGES, AND TO ALLOW CERTAIN YOUTHS TO BE EMPLOYED BY INSTITUTIONS OF HIGHER EDUCATION.

The General Assembly of North Carolina enacts:

SECTION 1 (a) The Board of Governors of The University of North Carolina, in cooperation with the State Board of Education and the State Board of Community Colleges, shall study the measures used by the constituent institutions to make admissions, placement, and advanced placement decisions regarding incoming freshmen and shall assess the various uses made of those measures and the validity of those measures with regard to a student's academic performance and as predictors of a student's future academic performance. They shall also assess whether other alternative measures may be equally valid or more accurate as indicators of a student's academic performance. In the study, particular consideration should be given to whether or not to eliminate, continue, or change the emphasis placed on the Scholastic Aptitude Test (SAT) and ACT Assessment for North Carolina students as a mandatory university admissions measure. The study should review incorporating the State's testing program into admissions, placement, and advanced placement decisions. Based on its findings, the Board of Governors of The University of North Carolina, in cooperation with the State Board of Education and the State Board of Community Colleges, may develop recommendations to improve the measures used to assess a student's academic performance, to adopt alternative measures, or to use various combinations of both to determine more accurately a student's academic knowledge and performance.

SECTION 1 (b) The study required by subsection 1(a) of this act may address all of the following:

(1) Admissions. - The Board of Governors may examine the key elements used for making admissions decisions in the State's University System.

Included in the factors to be studied are grade point average, class rank, and the SAT and ACT Assessment. Each element may be studied for reliability and validity independently and as used together. The Board of Governors may also compare the State's end-of-course testing with the SAT and ACT Assessment, assess how each reflects a student's academic performance, and consider shifting the emphasis currently placed on the SAT and ACT Assessment as an admissions measure to the State's end-of-course tests or other available tests as an admissions measure. In its study, the Board of Governors may consider eliminating, continuing, or changing the emphasis placed on the SAT and ACT Assessment as an admissions measure for North Carolina students applying to the State's constituent institutions. The Board of Governors may also consider methods for accurately comparing the academic performance of applicants who do not have the benefit of the State's end-of-course testing program with applicants who do have the State's testing program. Recommendations should be made to improve the consistency and fairness of each measure independently and as used together for admissions decisions. These recommendations may include the use of North Carolina end-of-course tests as an element in admissions decisions alone or in combination with a change of the weight of emphasis on the SAT and ACT Assessment. The recommendations may also include maintaining the current process. The Board of Governors may review with the State Board of Education recommendations that incorporate end-of-course testing as part of the admissions process. The State Board of Education may develop recommendations to improve the alignment of end-of-course tests and secondary coursework with the expectations of the constituent institutions and the State Board of Community Colleges.

- (2) Placement. - The Board of Governors may consider reviewing the assessment methods currently used by constituent institutions for remediation placement decisions. Recommendations may be developed to provide greater consistency, reliability, and validity for remediation decisions. North Carolina end-of-course tests may be considered for use in these decisions.
- (3) Advanced placement testing. - The Board of Governors may review the use of test scores in granting college-level course credit by constituent institutions.
- (4) Other relevant issues. - The Board of Governors may study any other issues relevant to college and university admissions, placement, and advanced placement measures.

SECTION 1 (c) The Board of Governors may make an interim report regarding its studies and plans to the Joint Legislative Education Oversight Committee no later than March 1, 2002, and shall submit a final report to that Committee by December 1, 2003. It is recommended that the study continue beyond the final report date. Interim and final reports of the Committee may include recommended legislation.

SECTION 2 Article 1 of Chapter 115D of the General Statutes is amended by adding a new section to read: "§ 115D-1.1. Discretion in admissions.

(a) Notwithstanding G.S. 115D-1, a student under the age of 16 may enroll in a community college if the following conditions are met:

(1) The president of the community college or the president's designee finds, based on criteria established by the State Board of Community Colleges, that the student is intellectually gifted and that the student has the maturity to justify admission to the community college; and

(2) One of the following persons approves the student's enrollment in a community college:

- a. The local board of education, or the board's designee, for the public school administrative unit in which the student is enrolled.**
- b. The administrator, or the administrator's designee, of the nonpublic school in which the student is enrolled.**
- c. The person who provides the academic instruction in the home school in which the student is enrolled.**
- d. The designee of the board of directors of the charter school in which the student is enrolled.**

(b) The State Board of Community Colleges, in consultation with the Department of Public Instruction, shall adopt rules to implement this section.

SECTION 3 G.S. 95-25.5 is amended by adding anew subsection to read:

"(m) Notwithstanding any other provision of this section, youths who are enrolled at an institution of higher education may be employed by the institution provided the employment is not hazardous. As used in this subsection, "institution of higher education" means any constituent institution of The University of North Carolina, any North Carolina community college, or any college or university that awards postsecondary degrees." SECTION 4 Section 2 of this act is effective when it becomes law, and shall apply to the 2001-2002 academic year. Section 2 of this act expires September 1, 2004. The remainder of this act is effective when it becomes law. In the General Assembly read three times and ratified this the 18th day of July, 2001.

**Beverly E. Perdue
President of the Senate**

**James B. Black
Speaker of the House of Representatives**

Michael F. Easley
Governor

Approved _____ this _____ day of _____, 2001

The Charge

House Bill 1246 from the 2001 session of the NC General Assembly directed the Board of Governors of the University of North Carolina (UNC), in cooperation with the State Board of Education, and the State Board of Community Colleges to study the measures used in decision making for incoming freshmen for admission, placement, and advanced placement by the constituent institutions of the UNC system. Further, the study was to assess the various uses of those measures and the validity of those measures with regard to academic performance and as predictors of a student's future academic performance. In accordance with Section 1(c) of HB 1246, the UNC Board of Governors submits this final report to the Joint Legislative Education Oversight Committee. This final report follows the Interim Report that was submitted on February 25, 2002 (Attachment 1).

Initial Steps

An initial meeting was held with representatives from UNC, the North Carolina Community College System, and the Department of Public Instruction (DPI) on October 10, 2001 to discuss a study that would assess the measures used for admissions, placement, and advanced placement decisions by the constituent institutions of the University system. There was a general discussion about the bill and the study to be conducted. Possible data that could be used to address the issues was shared by each participating agency. The university and DPI officials agreed to share data sets that could be used for the study. Also, participants were asked to check with their respective president or state superintendent on representatives that should serve on the Study Committee.

A second meeting was held with the same representatives on December 18, 2001. The Group discussed the following items:

- Status report on sharing data between UNC and DPI;
- Data that will be needed from individual UNC campuses;
- Research studies in the field to be reviewed;
- Recommendations for representatives to serve on the Study Committee; and
- Tentative timeline for next steps and report dates.

Following the December 18, 2001 meeting, the Study Committee was formally established by President Broad, President Lancaster, and Superintendent Ward. The committee membership is provided in Attachment 2. The Committee held numerous meetings between its formation in December 2001 and the UNC Board of Governor's review and approval of this final report in November 2003. All meetings were held at the UNC General Administration Building in Chapel Hill.

The Study Process

A series of steps were undertaken to collect the available data on the measures that are used in making decisions for admissions, placement, and advanced placement within the UNC system. Each UNC campus was asked to provide information in these areas (Attachment 3).

In addition, the Study Committee asked DPI to provide a summary of available data sets, such as end-of-course or end-of-grade test data that could be examined as potential predictors for decision-making in admissions, course placement and advanced placement.

While the complete set of data available for analyses was being collected, the Study Committee reviewed the current research in the field and determined a set of studies to be conducted with the available data. Results of these analyses were used to guide the additional steps in the study.

Further, input was sought from Directors of Admissions, school counselors, and other groups, as needed. Periodic study updates were provided to the UNC, NC Community College, and State Department of Public Instruction governing boards.

Timeline

The study continued over several months with regular meetings of the Study Committee. Reports were presented at least twice each year to the UNC system Directors of Admission and the Chief Academic Officers to ask for their feedback and insights on each of the three areas under study.

A final Study Committee report and related recommendations were made to the Board of Governors at their November 2003 meeting. Copies of the final report were also shared with the Chief Executive Officers of both the NC Community College System and the State Department of Public Instruction.

Data Review and Analysis

The UNC Student Data Files (SDF) contain demographic data on applied, accepted, and enrolled students for each UNC institution. These files also contain data on students' standardized test scores such as the SAT and/or ACT. In more recent years data are available on other linkable files that contain measures of student success in college like remediation, retention, GPAs, and graduation.

From the Department of Public Instruction, files containing students' grades in End of Course (EOC) high school exams were obtained for 1999-2000 and 2000-01. The EOC exams were established as a standardized measure of course mastery to be administered at the completion of selected courses. The high school courses for which EOC exams are administered include:

- English I
- English II
- Algebra I
- Geometry
- Algebra II
- Physical Science
- Biology
- Chemistry
- Physics
- ELPS (Economic, Legal, and Political Systems)
- U.S. History

Data on NC students' EOC exams from 1999-2000 and 2000-01 were obtained from the DPI in a fashion that permitted their linkage to UNC SDF files on a student-by-student basis for statistical analysis.

These linkages provided the ability to conduct meaningful statistical analyses to address the issues raised in the requiring legislation.

Results

Admissions

A survey of each of the admissions offices within the UNC system indicated both great consistency in the fundamental measures and factors considered in the admissions process and significant differences in the levels of selectivity, driven by admissions demand, among the sixteen campuses.

All UNC system campuses consider a student's high school academic record as the most important measure in their admissions decision making process. Specifically, emphasis is placed both on a student's high school course selection insuring that the UNC Minimum Course Requirements (MCR) have been met and overall academic performance as measured by grade point average and class rank. The more selective campuses also carefully consider the rigor of courses taken by a student given the availability of advanced level courses at a particular high school, i.e. did the student take full advantage of the advanced course opportunities at his/her school. *The point was specifically made by the campuses that students were not disadvantaged if their particular high school did not offer the advanced course opportunities offered at other schools.*

Standardized test scores, either the SAT or the ACT, are used by all sixteen campuses in conjunction with the student's high school record. The admissions offices on all sixteen campuses were clear that the overall high school record was the most important academic factor considered while standardized test scores were less important.

Both national studies and our own internal research confirmed and supported that a student's high school record is the very best predictor of success in college but that the high school record considered in conjunction with standardized test scores provides an even better measure of predicted performance than the record on its own. There is a significant correlation ($p < .05$) between a student's high school record and performance on standardized tests with students having the best records generally scoring higher on the tests. The more selective UNC campuses admit the students with the best high school records which explains why those schools also have higher than average standardized test scores.

Placement

Surveys completed by each of the sixteen campuses in the UNC system indicated that there is no consistent measure or approach to a freshman's placement in courses across the sixteen campuses. Several campuses do not use placement instruments at all, other campuses use a variety of placement tools including campus-based placement tests, national placement instruments such as the Nelson Denny Test, the Mathematical Association of America placement instrument, the SAT II achievement test results, International Baccalaureate (IB) test results, ACT sub-scores, and SAT – math and verbal scores. Campuses use these test results to determine if remediation is required or if advanced placement is warranted. In short, UNC campuses use the placement tools and processes they have determined best work for them and their students.

In conjunction with this study twelve UNC campuses have begun exploring the creation of a common math placement test to be used across several of the campuses. Although the SAT II Math Exam is required by UNC-CH and NC State for placement decisions, a common placement test will provide a tool for assessment of math skills that can be applied consistently across the other participating campuses.

Advanced Placement

Each UNC campus has clearly articulated and published placement and/or credit policies for the College Board Advanced Placement examinations and the International Baccalaureate (IB) program examinations. All UNC credit and placement policies are available on the web as a part of the "Institutional Profiles, University of North Carolina 2002-2003 Edition" publication (Attachment 3) at www.northcarolina.edu/pres/publications/publications.cfm and are widely distributed in the **Profiles** publication. All UNC campuses were clear that all placement and/or credit policies were academic decisions made by faculty in each respective discipline on each campus.

Prompted by the HB 1246 study, the UNC Office of the President directed the chief academic officers on each campus to perform a faculty review of their AP and IB credit and placement policies to ensure that each campus had current and appropriate policies in place. It is significant to note that IB placement and credit policies have now been developed on each UNC campus following state and national Association of IB Programs guidelines. This reflects the rapid growth of this relatively new advanced study opportunity in North Carolina high schools and across the country.

Use of the SAT and/or ACT

The Study Committee examined closely each campus's use of SAT and/or ACT scores in their admissions decision making process and determined that those standardized test scores were being used appropriately. Each campus indicated a clear campus-based statistical foundation as to test score validity as an admissions factor. Further the Committee determined that SAT and/or ACT scores were significantly less important in each campus's admissions decision process than a student's overall high school record. The Study Committee's research findings mirrored the College Board's national findings that the best single predictor of college success is a student's high school record including grade point average and class rank as well as rigor and depth of courses taken. However, that prediction of success is enhanced and is more statistically valid, when SAT or ACT test scores are also considered. Note that when ACT scores are received, UNC campuses convert those scores to SAT equivalents following a nationally recognized and recommended score conversion concordance table.

Beginning in March 2005, the College Board will implement the New SAT to reflect several important changes in this widely used standardized college admissions test. Specifically, the New SAT will have, for the first time, a separate writing section that will include a student produced essay along with a multiple choice section on standard written English. Additionally, the old SAT verbal section will be changed to Critical Reading under the New SAT to reflect a new emphasis on that critical college success skill and the New SAT math will be expanded to include elements of algebra II, again to reflect the importance of this fundamental college success skill. Recognizing the importance of these New SAT changes, especially the focus on writing, the UNC Board of Governors has passed a policy requiring that beginning in March 2005 writing must be included as part of any standardized test results submitted with an admission application. This policy is in response to the optional writing component of the ACT, the other standardized admissions test used by UNC applicants. Writing is not an option for SAT test takers and now will not be optional for ACT test takers applying to a UNC campus either.

Because of these very significant changes in the standardized tests used in admissions, the Study Committee recommends the UNC campuses re-examine their policies and practices in 2007, after the campuses have had some experience with the new tests, to ensure their continued appropriate use in the admissions decision making process.

Use of Other Factors in Admissions Decisions

Many UNC campuses indicated that factors in addition to the quantifiable academic factors of grade point average, class rank, and standardized test scores (SAT or ACT) may be used in their admissions decision making process. These other factors, often referred to as “non-cognitive” variables include: strength of curriculum relative to opportunities; extra or co-curricular involvement including part-time work; demonstrated leadership; first generation college student; overcoming a significant hardship; exceptional talent or abilities; community service; recommendations; underrepresented students; and essays. The professional judgment of experienced admissions staff was cited by several campuses as important in highly selective admissions decisions.

Use of End-of-Course (EOC) Tests or Other Available Tests as an Admissions Measure

The committee members spent a good deal of time reviewing and discussing End of Course Testing in North Carolina to be certain they understood fully the state’s end of course testing program. The state’s EOC policy can be found on the world-wide-web at www.ncpublicschools.org/parents/whatistestedhs.html . It should be noted that end of course tests are not administered for all of the courses included in the UNC system minimum course requirements (MCR). Also, it is important to note that the State Board of Education requires that EOC test results constitute a minimum of 25% of a student’s final grade in courses for which EOC tests are administered. Analysis indicated, as expected, a very high correlation between high school grades in a course and the EOC test results. Since EOC test scores are already incorporated in high school grades, using EOC test results as a separate predictor does not improve or enhance a student’s predicted chance for success at the University. There are no other known school related state-wide tests administered in North Carolina that would enhance admissions decision making for UNC campuses.

Summary

The HB 1246 Study Committee learned a great deal about the admissions practices across the UNC system and was particularly impressed with how professional all of the Admissions Offices are and with the obvious care and attention with which they make their admissions decisions. The Committee was also impressed to learn how very similar the various offices were in the factors considered for admission with the differences in freshman class quality driven by the great demand for admission on some campuses compared to others.

Although a number of policy reviews were underway the timing of the HB 1246 study reaffirmed and contributed a positive impact on the following initiatives:

- The alignment of the new UNC Minimum Course Requirements with high school graduation requirements for the college/university prep course of study.
- The alignment of the college tech program with the high school graduation requirements for the college tech prep course of study.
- Each campus conducted a faculty review of AP and IB credit awarded and updated their policies as appropriate.
- Twelve campuses have undertaken an initiative to develop a common math placement test.
- A new BOG policy has been passed requiring students to submit the New SAT with writing or the ACT with writing beginning in 2005.

As a result of this study, The HB 1246 Study Committee concluded the following:

- a) admissions decisions are a complex process and involve the use of multiple variables in assessing a student's probability for success;
- b) each of the UNC campuses have demonstrated responsible management in the decision making process and annually review their criteria for admission;
- c) the admissions offices take great care to insure that the criteria and level of selectivity for admission is consistent with the mission of the campus;
- d) the high school GPA provides the single greatest predictive value for success in college and the end of course test results are already factored into the GPA; and
- e) even though the GPA is the single best predictor of success in college, the use of the SAT/ACT with the GPA enhances the overall prediction of college success

Recommendations

As a result of this study, the Study Committee recommends:

- (1) the campuses continue current practices including the use of multiple factors in making admissions, placement and advanced placement decisions, appropriate to that institution's mission and level of admissions selectivity;
- (2) a follow-up study be conducted after campuses have had experience with the New SAT to see what, if any, impact the test enhancements have had on predictive validity in the admissions decision making process; and
- (3) the UNC Office of the President should direct the campuses to regularly review their admissions, placement and advanced placement policies and practices to insure these policies are dynamic to reflect changes in testing and assessment of prospective students.

Attachment 1

Interim Report



The University of North Carolina

OFFICE OF THE PRESIDENT

POST OFFICE BOX 2688, CHAPEL HILL, NC 27515-2688

MOLLY CORBETT BROAD, *President*

Telephone: (919) 962-1000 Fax: (919) 843-9695

E-mail: mbroad@ga.unc.edu

February 25, 2002

The Honorable Walter H. Dalton, Co-Chair
The Honorable R. Eugene Rogers, Co-Chair
Joint Legislative Education Oversight Committee
North Carolina General Assembly
16 West Jones Street
Raleigh, North Carolina 27601-2808

RE: Session Laws 2001—312 (HB 1246)

Dear Chairmen:

The Board of Governors Interim Report is transmitted herewith in response to the 2001 General Assembly, Session Laws 2001- 312 (HB 1246) AN ACT TO DIRECT THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA, IN COOPERATION WITH THE STATE BOARD OF EDUCATION AND THE STATE BOARD OF COMMUNITY COLLEGES, TO STUDY THE MEASURES USED FOR ADMISSIONS, PLACEMENT, AND ADVANCED PLACEMENT DECISIONS BY THE CONSTITUENT INSTITUTIONS OF THE STATE'S UNIVERSITY SYSTEM, TO ALLOW INTELLECTUALLY GIFTED YOUTHS TO ATTEND COMMUNITY COLLEGES AND TO ALLOW CERTAIN YOUTHS TO BE EMPLOYED BY INSTITUTIONS OF HIGHER EDUCATION.

In accordance with Section 1(c) of HB 1246, the Board of Governors will submit a final report to the Joint Legislative Education Oversight Committee on December 1, 2003.

If we can provide any further information or answer any questions, please do not hesitate to contact us.

Sincerely,

Molly Corbett Broad

Attachment

cc: The Honorable Michael Ward, Superintendent of Public Instruction
Mr. H. Martin Lancaster, President, N.C. Community College System
Dr. Gretchen M. Bataille, Senior Vice President for Academic Affairs
Mr. J. B. Milliken, Vice President for Public Affairs
& University Advancement
✓ Dr. Robert C. Kanoy, III, Associate Vice President for Academic Affairs
Dr. Shirley Iorio, Research Division, N.C. General Assembly

Appalachian State
University

East Carolina
University

Elizabeth City
State University

Fayetteville State
University

North Carolina
Agricultural and
Technical State
University

North Carolina
Central University

North Carolina
School of
the Arts

North Carolina
State University
at Raleigh

University of
North Carolina
at Asheville

University of
North Carolina
at Chapel Hill

University of
North Carolina
at Charlotte

University of
North Carolina
at Greensboro

University of
North Carolina
at Pembroke

University of
North Carolina
at Wilmington

Western Carolina
University

Winston-Salem
State University

Attachment 1

Interim Report For House Bill 1246

Initial Steps

An initial meeting was held with representatives from UNC, the North Carolina Community College System, and the Department of Public Instruction on October 10, 2001. There was a general discussion about the bill and the study to be conducted. Possible data that could be used to address the issues was shared by each participating agency. The university and DPI officials agreed to share data sets that might be used for the study by the next meeting. Also, participants were asked to check with their respective president or state superintendent on representatives that should serve on the Study Committee.

A second meeting was held with the same representatives on December 18, 2001. The Group discussed the following items:

- Status report on sharing data between UNC and DPI;
- Data that will be needed from individual UNC campuses;
- Research studies in the field to be reviewed;
- Recommendations for representatives to serve on the Study Committee; and
- Tentative timeline for next steps and report dates.

The Study Committee has now been established by President Broad, President Lancaster, and Superintendent Ward. The committee membership is provided in Attachment 1. The Committee is scheduled to meet March 14, 2002 from 9:00 a.m. to 12:00 noon at the UNC General Administration Building in Chapel Hill.

Next Steps

The next series of steps will be to collect the available data that is currently used in making decisions for admissions, placement, and advanced placement. Each campus has been asked to provide an initial set of information in these areas (see Attachment 2).

In addition, the Study Committee has asked DPI to provide a summary of available data sets, such as end-of-course or end-of-grade data that could be examined as potential predictors for decision-making.

Once the complete set of data that is available for analyses is known, the Study Committee will review the current research in the field and determine a set of studies to be conducted with the available data. Results of these preliminary analyses will be used to guide future steps in the study.

In addition, input will be sought from Directors of Admissions, school counselors, and other groups, as needed. Periodic updates will be provided to the three governing boards.

Timeline

The study will continue over the next several months with regular meetings of the Study Committee. Reports will be presented at least twice each year to the Directors of Admissions and the Chief Academic Officers to ask for their feedback and insights on each of the three areas under study.

A final report and any related recommendations will be made to the Board of Governors in the fall of 2003 so that a final report can be given to the Joint Legislative Education Oversight Committee by December 1, 2003.

Attachment 2

Study Committee Roster

HB 1246 Study Committee Roster

Bobby Kanoy, chair

Associate Vice President for Academic
Affairs
UNC Office of the President
PO Box 2688
Chapel Hill, NC 27515-2688
(919) 962-4907, Fax: (919) 962-7139
kanoy@northcarolina.edu

June Atkinson

Director of Instructional Services
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Troy Barksdale

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Associate Vice President for Planning &
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North Carolina Community College System
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brownk@ncccs.cc.nc.us

George Dixon

Vice Provost for Enrollment Management &
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Ken Whitehurst

Director, Student Development Services
North Carolina Community College System
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whitehurstk@ncccs.cc.nc.us

Harry Williams

Director of Admissions
North Carolina A&T State Univ.
Office of Admissions – BC Webb Hall
Greensboro, North Carolina 27411
(336) 334-7946, Fax:
willhl@ncat.edu

Attachment 3

Admissions Office Survey



The University of North Carolina

OFFICE OF THE PRESIDENT

POST OFFICE BOX 2688, CHAPEL HILL, NC 27515-2688

ROBERT C. KANOY, *Associate Vice President for Academic Affairs*

Telephone: (919) 962-1000 • Fax: (919) 962-7139 • E-mail: kanoy@northcarolina.edu

MEMORANDUM

To: Directors of Admissions

From: Robert C. Kanoy *RCK*

Date: January 14, 2002

Re: Data needed for HB 1246 Study

As you know, HB 1246 requires the Board of Governors, in cooperation with the State Board of Education and the State Board of Community Colleges, to conduct a study on the measures used for admissions, placement, and advanced placement decisions.

In preparation of the study, George Dixon and Harry Williams have been meeting with a study group. The official Study Committee will be appointed in the coming weeks (and I expect George and Harry will both serve on the committee).

At this time, I need to ask your help with two pieces of data. Attached are two forms to insert information on how admissions and placement decisions are made. Please feel free to include any additional information you feel the committee should review.

Please return both forms and any additional materials to me by Friday, February 1, 2002. Thank you for your help and as soon as the committee has been officially appointed, I will send along a copy of the roster.

Please let me know if you have any questions.

RCK/jam

cc: Senior Vice President Bataille

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on-Salem
University

equal Opportunity/
ative Action
over

Part I – Admissions

Please briefly describe your campus' process for making admissions decisions. If a formula is used, please describe the variables used and weights given to these factors. Feel free to attach any additional materials you think the Study Committee should review.

Part II – Placement

Please indicate for each subject area if a freshman placement test/instrument is used (specify the test) and briefly describe how it is used in making the freshman placement decision.

<u>Subject</u>	<u>Instrument used For Placement</u>	<u>Comments/Explanations</u>
----------------	--------------------------------------	------------------------------

1) English		
------------	--	--

2) Math		
---------	--	--

3) Second Language		
--------------------	--	--

4) Science		
------------	--	--

5) Other: _____		
-----------------	--	--

NORTH CAROLINA STATE BOARD OF EDUCATION Policy Manual

Policy Identification

Priority: High Student Performance

Category: Miscellaneous Graduation Policies

Policy ID Number: HSP-L-004

Policy Title: Policy outlining standards to be incorporated into the electronically generated high school transcript

Current Policy Date: 09/13/2001

Other Historical Information: Previous board dates: 12/01/1994

Statutory Reference: GS 116-11(10a)

Administrative Procedures Act (APA) Reference Number and Category:

The Department of Public Instruction shall develop a transcript system and the local school administrative units shall use that system to produce standardized transcripts in an automated format for applicants to higher education institutions. The standardized transcript shall include grade point average, class rank, end-of-course test scores, and uniform course information including course code, name, units earned toward graduation, and credits earned for admission to an institution of higher education. The grade point average and class rank shall be calculated by a standard method to be devised by the institutions of higher education. The system shall be implemented by June 30, 1995.

SUMMARY OF STANDARDS FOR CALCULATING THE WEIGHTED GRADE POINT AVERAGE AND CLASS RANK OF NORTH CAROLINA PUBLIC HIGH SCHOOL TRANSCRIPTS

The calculations are based on a standardization of: (1) academic course levels; (2) grading scales; and (3) the weighting of course grades. The class rank is based on a weighted grade point average in which a single (1) quality point or weight is added to passing grades earned in Advanced/Honors/ Academically Gifted courses or two (2) quality points are added to passing grades earned in Advanced Placement courses.

Academic Course Levels and Associated Weights

Basic/Introduction
to.../Standard(S)

Course content, pace and academic rigor follow standards specified by the North Carolina Standard Course of Study (N.C.S.C.S.) with occasional content enrichment where appropriate. This course provides credit toward a high school diploma and requires the end-of-course test where available.

Advanced/Honors/
Academically Gifted (H)

Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the (N.C.S.C.S.) Such courses demand a greater independence and responsibility. The courses provide credit toward a high school diploma and require an end-of-course test where available. The state weighting system adds the

Advanced Placement (AP)

equivalent of one quality point to the grade earned in such courses.

Course content, pace and academic rigor is college level as adopted by the College Board or the International Baccalaureate (IB) program and is geared to enable students to pass the AP or IB test. The course provides credit toward a high school diploma and, in cases where the AP/IB course is the first course taken by a student in a subject, an end-of-course test is required if one is offered in the subject. The state weighting system adds the equivalent of two quality points to the grade earned in the AP/IB course.

Grading Scales

High schools use one of three optional grading scales. The conversion of grades to quality points is standardized and made equivalent under each option. Implicit in each option is a conversion of percentage grades to letter grades according to the following widely used scale: 93-100=A; 85-92=B; 77-84=C; 70-76=D; <69=F. Grades and the corresponding number of quality points are shown below for each of the three options.

Option 1 - Letter Grades without Pluses and Minuses:

A=4.0	B=3.0	C=2.0	D=1.0	F=0.0	WF=0.0
FF=0.0	WP=0.0	INC=0.0	AUD=0.0	P=0.0	

Option 2 - Letter Grades with Pluses and Minuses:

A+=4.000	A =4.000	A-=3.67	B+=3.333	B =3.000	B-=2.667	C+=2.333
C =2.000	C-=1.667	D+=1.333	D =1.000	D-=0.667	F =0	WF=0
FF=0.00	WP=0.00	INC=0.00	AUD=0.00	P=0.00		

Option 3 - Percentage Grades:

96-100%=4.000	91%=3.375	86%=2.750	81%=2.125	76%=1.500
95%=3.875	90%=3.250	85%=2.625	80%=2.000	75%=1.375
94%=3.750	89%=3.125	84%=2.500	79%=1.875	74%=1.250
93%=3.625	88%=3.000	83%=2.375	78%=1.750	73%=1.125
92%=3.350	87%=2.875	82%=2.250	77%=1.625	70-72%=1.000
				<69%=0.00
FF=0.00	WF=0.00	WP=0.00	INC=0.00	AUD=0.00
P=0.00	F=0.00			

Courses that Are Eligible for Weights

Courses eligible for weights include 9th grade (except Algebra I) and high-level courses that fall into one of the following four categories:

1. Honors/GT sections of standard level academic courses. Such courses are assigned to category H provided that the standard level of the course is also offered at the high school (1 point);
2. Pre-calculus (advanced mathematics 2070), non-AP/IB calculus, mathematics courses beyond the level of

calculus, and foreign language courses beyond the second year level. Such courses are considered to be inherently advanced and are assigned to category H (1 point);

. Arts education courses meeting the standards for music honors, dance honors, studio art honors, and play productions honors (1 point);

4. All AP/IB and higher-level college courses (2 points).

Remedial courses and vocational courses are not eligible for weighting.

NC Grading Scale - Elementary/Middle Schools

Elementary schools and middle schools are allowed to use any grade from the existing three scales plus the following:

Grades for Elementary/Middle Schools:

S (Satisfactory) N (Needs Improvement) U (Unsatisfactory)

PR (Promoted) RE (Retained)

William G Enloe High
128 Clarendon Cres
Raleigh North Carolina 27610
(919)856-7918

ACK 10/23

10/14/2003

NC Standardized Student Transcript

Page: 1 of 4

STUDENT INFORMATION

Name: [REDACTED]
Address: [REDACTED]
[REDACTED]

Student Id: [REDACTED]
Student No: [REDACTED]
Birthdate: [REDACTED]
Gender: [REDACTED]

Contacts:

Graduation: 05/28/2004 (Expected)
Course Of Study: CP (3) 2000/01 (Intended)

SCHOOL INFORMATION

Contact: [REDACTED]

L.E.A.: Wake County
(919)850-1606

School No: 920412
Grades: 09,10,11,12
Accreditation: State & SACS
College Board Code:

CREDIT HISTORY

Course	Mark	Quality Points Weighted	Quality Points Unweighted	Earned Credits	Previous School	Flags
Grade: 09 2000/01						
30205XY \ ADVANCED BIOLOGY(H)	A	5.0000	4.0000	1.0000		U
20705XY \ ADVANCED MATH (H)	A	5.0000	4.0000	1.0000		U
10215XY \ AG ENGLISH (9)(H)	A	5.0000	4.0000	1.0000		U
25012XS COMPUTER SCIENCE I (S)	A	2.0000	2.0000	0.5000		
25012XS COMPUTER SCIENCE II (S)	A	2.0000	2.0000	0.5000		
40055XY \ ELP ECONOMICS/LAW HONORS	A	5.0000	4.0000	1.0000		U
90112XS HEALTH AND FITNESS S	A	2.0000	2.0000	0.5000		U
90112XS HEALTH AND FITNESS S	A	2.0000	2.0000	0.5000		U
10535XY \ SPANISH III (HONORS)	B	4.0000	3.0000	1.0000		U
Grade: 10 2000/01						
96202XS INQUIRY SKILLS IB	P	0.0000	0.0000	0.5000		E
Grade: 10 2001/02						
30505XY \ ADVANCED CHEMISTRY(H)	A	5.0000	4.0000	1.0000		U
10225XY \ ADVANCED ENGLISH (10)(H)	A	5.0000	4.0000	1.0000		U
20767XS \ ADVANCED PLACEMENT CALCULUS AB	A	6.0000	4.0000	1.0000		U
20777XS \ ADVANCED PLACEMENT CALCULUS BC	A	6.0000	4.0000	1.0000		U
25015XS COMPUTER SCIENCE III (S) (H)	A	2.5000	2.0000	0.5000		
25015XS COMPUTER SCIENCE IV (S) (H)	A	2.5000	2.0000	0.5000		
10545XY \ SPANISH IV(H)	B	4.0000	3.0000	1.0000		U
40085XY \ WORLD CIVILIZATIONS (H)	A	5.0000	4.0000	1.0000		U
Grade: 11 2002/03						
25127XY AP COMPUTER SCIENCE	A	6.0000	4.0000	1.0000		U
10237XY \ AP ENGLISH III - LANGUAGE & COMPOSITION	A	6.0000	4.0000	1.0000		U
10557XY \ AP SPANISH	B	5.0000	3.0000	1.0000		U
40217XY \ AP US HISTORY	B	5.0000	3.0000	1.0000		U
30617XY \ MAGNET AP/IB PHYSICS LEVEL C	A	6.0000	4.0000	1.0000		U
20777XS \ MAGNET CALCULUS III	A	6.0000	4.0000	1.0000		U
20777XS \ MAGNET DIFFERENTIAL EQUATIONS	A	6.0000	4.0000	1.0000		U
Grade: 12 2003/04						
10247XY \ AP ENGLISH IV - LITERATURE & COMPOSITION						UP
30427XY \ AP ENVIRONMENTAL SCIENCE						UP
10557XY AP SPANISH LITERATURE						UP

NOV 03 2006

10/14/2003

William G Enloe High

Page: 2 of 4

School No: 920412

Grade: 12 2003/04

30618XY IB PHYSICS

25015XY MAGNET SPECIAL TOPICS/COMP
SCIENCE SEMINAR (HN)

99852XY SCHEDULING SUBORDINATE

99852XY SCHEDULING SUBORDINATE

UP

P

P

P

UNIVERSITY OF NORTH CAROLINA BOARD OF GOVERNORS
MINIMUM ADMISSION REQUIREMENTS REMAINING

MATH(3)

EARTH/ENVIRONMENTAL SCIENCE

ENGLISH IV

PERFORMANCE INFORMATION

Cumulative GPA Total Points are Calculated as of the end of

Cumulative GPA Weighted: 5.1429

Cumulative GPA Unweighted: 3.8095

Class Rank (10/14/2003): 11 of 523

10/14/2003

Total Points Weighted: 108.0000

Total Points Unweighted: 60.0000

Total Credits: Earned 21.5000 Potential 21.0000

NOV 03 2003

10/27

WALTER M. WILLIAMS HIGH 010-396
1307 S CHURCH ST
BURLINGTON, NC 27215
336-570-6161

NC PUBLIC HIGH SCHOOL STANDARDIZED TRANSCRIPT

08/18/03

Page 1

STUDENT INFORMATION

Name: [REDACTED]
Address: [REDACTED]

Student ID: [REDACTED]
Student No: [REDACTED]

Contact: [REDACTED]

Birth date: [REDACTED]
Gender: [REDACTED]

Course of Study: College Prep
(Intended)

Graduation: 05/27/04 (Expected)

SCHOOL INFORMATION

Contact: GUIDANCE DEPARTMENT
336-570-6164

School ID: 010396
Grades: 09-12
Accreditation: State & SACS
College Board Code: 340520
NC Grading Standard: 1994/95

L.E.A.: ALAMANCE-BURLINGTON SCHOOL SYSTEM
336-570-6060

Course	Mark	Quality Points - Weighted	Quality Points - Unweighted	Credits Earned	Prev School	Flags
Grade: 00 1999/00						
202328Y ALG I 8TH NC	A	0.00	0.00	0.00	010394	UEN
Grade: 09 2000/01						
0215XY ENG I H	A	5.00	4.00	1.00		U
20305XY GEOMETRY H	A	5.00	4.00	1.00		U
30205XY BIOLOGY H	A	5.00	4.00	1.00		U
40052XY ELPS CP	A	4.00	4.00	1.00		U
50132XY BAND	A	4.00	4.00	1.00		
90112XY HEALTH/PE	A	4.00	4.00	1.00		
Grade: 10 2001/02						
10225XY ENG II H	A	5.00	4.00	1.00		U
10512XY SPANISH I	DD	4.00	4.00	1.00		
20245XY ALGEBRA II H	DD	5.00	4.00	1.00		U
30502XY CHEMISTRY	DD	4.00	4.00	1.00		U
40242XY WORLD HIST	DD	4.00	4.00	1.00		
50132XY BAND	DD	4.00	4.00	1.00		
50262XY JAZZ ENSMBL	A	4.00	4.00	1.00		
Grade: 11 2002/03						
10235XY ENG III H	B	4.00	3.00	1.00		U
10522XY SPANISH II	DD	4.00	4.00	1.00		
20705XY ADV MATH I	DD	5.00	4.00	1.00		
30427XY AP ENV SCI	BB	5.00	3.00	1.00		U
40217XY AP US HIST	BB	5.00	3.00	1.00		U
50155XY H BAND A	DD	5.00	4.00	1.00		
50262XY JAZZ ENSMBL	A	4.00	4.00	1.00		
Grade: 12 2003/04						
10247XY AP ENG IV						PU
20767XY AP CALCULUS						PU
30517XY AP CHEMISTRY						PU
40602XY PHYSICS						PU
162XY WIND ENSEMBL						PU
262XY JAZZ ENSMBL						PU
49819XY EARLY RELEASE						PU EN

08/18/03

WALTER M. WILLIAMS HIGH 010-396

Student ID: [REDACTED] Page
School ID: 010396UNIVERSITY OF NORTH CAROLINA BOARD OF GOVERNORS
MINIMUM ADMISSION REQUIREMENTS REMAINING

All requirements have been met

PERFORMANCE INFORMATION

Cumulative GPA and Total Points are calculated as of the end of semester 2.
 Cumulative GPA Weighted: 4.450 Total Points Weighted: 89.00
 Cumulative GPA Unweighted: 3.850 Total Points Unweighted: 77.00
 Class Rank (2002/03, sem 2): 10 of 262 Total Credits: 20.00

TESTING INFORMATION

Algebra I End-of-Course Test		Biology End-of-Course Test	
Algebra I Scale Score	74	Biol Core State Percentile	98
Algebra State Percentile	98	Biology Scale Score	73
06/01/00		06/01/01	
ELPS End-of-Course Test		English I End-of-Course Test	
ELPS Core State Percentile	87	English I Scale Score	68
ELPS Scale Score	64	English State Percentile	96
06/01/01		06/01/01	
Geometry End-of-Course Test		Algebra II End-of-Course Test	
Geometry Scale Score	78	Algebra State Percentile	99
06/01/01		Algebra Scale Score	88
		06/01/02	
Chemistry End-of-Course Test		US History End-of-Course Test	
Chemistry Scale Score	77	Hist Core State Percentile	
06/01/02		U.S. History Scale Score	
		06/01/03	
Computer Skills		Math 8th End-of-Grade Test	
Multiple Choice Pass/Fail In	Pass	Math Achievement Level	IV
Multiple Choice Scale Score	74	Math Developmental Scale	199
Performance Pass/Fail Indica	Pass	Math EOG Pass/Fail Indicator	Pass
Performance Scale Score	71	Math State Percentile	99
11/01/99		05/01/00	
Reading 8th End-of-Grade Test		SAT1 Scholastic Assessment Test	
Reading Achievement Level	IV	Math	740
Reading Developmental Scale	179	Verbal	580
Reading EOG Pass/Fail Indica	Pass	04/01/03	
Reading State Percentile	99		
05/01/00			
AP Test English Lang & Comp		AP Test Environmental Science	
Advanced Placement Tests	2	Advanced Placement Tests	5
06/01/03		06/01/03	
AP Test US History			
Advanced Placement Tests	3		
06/01/03			

AWARDS/ACHIEVEMENTS AND EXTRA-CURRICULAR ACTIVITIES

No awards & achievements data for student.

CURRICULUM-RELATED WORK EXPERIENCE

No curriculum-related work experience data for student.

IMMUNIZATION INFORMATION

Diph, Tet, Pert 1st dose	01/25/86	Polio 1st dose	01/25/86
Diph, Tet, Pert 2nd dose	03/22/86	Polio 2nd dose	03/22/86
Diph, Tet, Pert 3rd dose	05/31/86	Polio 3rd dose	05/31/86

001 2 2003

PEMBROKE NC 28372
910521-3253

10/28/2003

NC PUBLIC HIGH SCHOOL STANDARDIZED TRANSCRIPT

Page 1

STUDENT INFORMATION

Name:

Address:

Contact:

MOTHER/FATHER

Student ID:

Student No:

Birth date:

Gender:

Course of Study: College Prep
(Intended)

Graduation: 05/26/2004 (Expected)

SCHOOL INFORMATION

Contact: WESLEY REVELS, PRINCIPAL
910521-3253

School ID:

780420

Grades:

09-12

Accreditation:

State & SACS

L.E.A.: PUBLIC SCHOOLS OF ROBESON COUNTY
910671-6000

College Board Code:

343050

NC Grading Standard:

1994/95

OFFICIAL TRANSCRIPT REQUIRES SCHOOL SEAL

Course	Mark	Quality Points		Credits	Prev	Flags
		Weighted	Unweighted	Earned	School	

Grade: 09 2000/01

102159S ENGLISH I-H	B	4.00	3.00	1.00		
20232XS ALGEBRA I	A	4.00	4.00	1.00		
30405XS EARTH SCI-H	A-	4.68	3.68	1.00		
40055XS ELPS-H	A	5.00	4.00	1.00		
65122XS KEYBOARDING	A	4.00	4.00	1.00		
74002XS INTRO TO T/I	A	4.00	4.00	1.00		
81102XS FUND/TECH	A-	3.68	3.68	1.00		
901129S HEALTH/PE	A	4.00	4.00	1.00		

UUUU

Grade: 10 2001/02

10225AS ENGLISH II-H	A	5.00	4.00	1.00		
20305XS GEOMETRY-H	B	4.00	3.00	1.00		
30105XS PHY SCI-H	A-	4.68	3.68	1.00		
30205AS BIOLOGY-H	A	5.00	4.00	1.00		
40245AS WORLD HIST-H	A	5.00	4.00	1.00		
50312XS ART I	A	4.00	4.00	1.00		
901729S WT TRAIN I	A	4.00	4.00	1.00		
90172AS WT TRAIN II	A	4.00	4.00	1.00		

UUUU

Grade: 11 2002/03

10235XS ENG III-H	B	4.00	3.00	1.00		
10512XS SPANISH I	A	4.00	4.00	1.00		
20245XS ALGEBRA II-H	B	4.00	3.00	1.00		
20412XS TRIGONOMETRY	A	4.00	4.00	1.00		
30505XS CHEMISTRY-H	B+	4.38	3.38	1.00		
40215XS US HIST-H	A	5.00	4.00	1.00		
90152XS PE II	A	4.00	4.00	1.00		
90172XS WT TRAIN III	A	4.00	4.00	1.00		

UUUU

Grade: 12 2003/04

10245XS ENG IV-H						
10252XS JOUR/YRBK I						
10522XS SPANISH II						
20705XS ADV MATH-H						
30232XS ANAT/PHYSIO						
90172XS WT TRAIN IV						
95152XS LIBRARY ASST						
95762XS DUAL ENRLMNT						

UUUUUUUU

Continued...

UNIVERSITY OF NORTH CAROLINA BOARD OF GOVERNORS
MINIMUM ADMISSION REQUIREMENTS REMAINING

English IV

PERFORMANCE INFORMATION

Cumulative GPA and Total Points are calculated as of the end of semester 2.
Cumulative GPA Weighted: 4.268 Total Points Weighted: 102.42
Cumulative GPA Unweighted: 3.768 Total Points Unweighted: 90.42
Class Rank (2003/04, sem 2): 7 of 237 Total Credits: 24.00

TESTING INFORMATION

Algebra I End-of-Course Test	64	English I End-of-Course Test	
Algebra I Scale Score		English I Scale Score	60
01/01/2001		English State Percentile	77
		01/01/2001	
ELPS End-of-Course Test		Biology End-of-Course Test	
ELPS Core State Percentile	93	Biology Scale Score	73
ELPS Scale Score	67	01/01/2002	
06/01/2001			
Geometry End-of-Course Test		Physical Sci End-of-Course Test	
Geometry State Percentile	81	Phys Science Scale Score	71
Geometry Scale Score	68	06/01/2002	
01/01/2002			
Algebra II End-of-Course Test		Chemistry End-of-Course Test	
Algebra State Percentile	79	Chem Core State Percentile	89
Algebra Scale Score	72	Chemistry Scale Score	70
01/01/2003		01/01/2003	
US History End-of-Course Test		Computer Skills	
Hist Core State Percentile	92	Multiple Choice Pass/Fail In	Pass
U.S. History Scale Score	68	Multiple Choice Scale Score	62
06/01/2003		10/01/1999	
Computer Skills		Math 8th End-of-Grade Test	
Performance Pass/Fail Indica	Pass	Math Achievement Level	IV
Performance Scale Score	56	Math Developmental Scale	186
11/01/1999		Math EOG Pass/Fail Indicator	Pass
		Math State Percentile	82
		05/01/2000	
Reading 8th End-of-Grade Test		Scholastic Aptitude Test	
Reading Achievement Level	IV	Math	
Reading Developmental Scale	168	Verbal	520
Reading EOG Pass/Fail Indica	Pass	04/01/2003	600
Reading State Percentile	74		
05/01/2000			

AWARDS/ACHIEVEMENTS AND EXTRA-CURRICULAR ACTIVITIES

BETA CLUB 2001/02
NATIONAL HONOR SOCIETY 2002
JV FOOTBALL 01/02

JUNIOR MARSHALS 2002/03
VARSITY FOOTBALL 02/03
WRESTLING 02/03

CURRICULUM-RELATED WORK EXPERIENCE

No curriculum-related work experience data for student.

IMMUNIZATION INFORMATION

Diph, Tet, Pert 1st dose	09/30/1986	Polio 1st dose	09/30/1986
Diph, Tet, Pert 2nd dose	04/24/1987	Polio 2nd dose	04/24/1987
Diph, Tet, Pert 3rd dose	09/08/1988	Mumps, Measles, Rubella	09/08/1988
Polio 3rd dose	09/08/1988	Diph, Tet, Pert 4th dose	08/14/1991
Mumps, Measles, Rubella	08/14/1991	Polio 4th dose	08/14/1991
Mumps, Measles, Rubella	04/30/1998		

Continued...

SECTION FIVE: RECOMMENDATIONS FOR IMPROVING PROFESSIONAL DEVELOPMENT

These recommendations, expressed within the limitations of the study detailed earlier in this report, are offered as areas for consideration. They are organized according to the legislative interests expressed in the original proposal and based on the following premises:

- The purpose of North Carolina professional development is to improve classroom instruction and school leadership to increase levels of student performance.
- The state has a responsibility to assess how all professional development resources at its disposal do or do not effectively fulfill the purpose stated above.
- The state has to determine the extent to which the programs reviewed in this study fulfill the purpose.
- This study indicates that at a minimum the mission of each program, and its success in meeting the goals of the state, has to be critically reviewed by each program's authorizing/founding agency.
- If the state concludes a program is essential to the state's interest in improving student achievement, this study finds that it is necessary to strengthen each program.

Priority 1: National Research That Links Professional Development to Improved Student Achievement

Recommendation 1: Hold all state-level programs to high standards of professional development and ground them in research with a focus on improving educator practice and student achievement.

Rationale: "Professional development is only as good as the outcomes it pursues. High standards give educators a focus for their work. A system that sets high standards will seek powerful strategies for achieving them."¹⁷ All programs targeted by this study require regular review to ensure they meet the state expectation for high-quality professional development that will improve student achievement. Nationally accepted standards for professional development have been developed by representatives of more than 15 national organizations. The common language and common structure they provide for the design and delivery of professional development will increase its impact. Adopting national standards or developing state standards will produce a common framework for future development, revision, and evaluation of state professional development programming.

In addition, the standards provide benchmarks for planning and delivery of staff development. *No Child Left Behind* calls on all states to demonstrate that each year more teachers will receive quality staff development than the previous year. The standards as measures of quality could situate the state to respond to this query. Additional studies can

determine whether rigorous application of the standards results in improved student learning in some of North Carolina's most challenged schools.

Ensure state-level staff development programs are grounded in research. Research regarding the role staff development plays in contributing to improved student achievement is cited in Appendix A as well as the interim report. *No Child Left Behind* has increased the expectation that scientifically-based research will drive decisions schools make about professional development.

While it will be challenging to locate research that meets the definition of the law, an expectation that the state initiate the process will produce higher quality decision making. The process will become clearer as the federal government clarifies its own expectations for meeting this requirement. Further study might determine an appropriate place for the collection and dissemination of research by each of the programs or as a centralized function for the Center. Additionally, the state may consider establishing a center for professional development research at a university or community college.

Priority 2: UNC Center Program Analysis with regard to Mission, Governance, Efficiency, and Effectiveness

Mission

The Center programs were created with a mandate and that mandate may or may not be what is needed... they're busy doing what they are mandated to do, but times have changed.

... A Practitioner in the Field

Recommendation 2: Reexamine and rewrite the mission statements for the UNC Center for School Leadership Development and its constituent programs.

Rationale: The state of North Carolina has embraced a goal to be first in student achievement by 2010. The state must use every resource at its disposal to assist in this effort. This compels all state entities to align their programs and services toward achievement of this goal.

Without an unwavering focus on results, any program's value is questionable. The mission or goal statements for the targeted programs of the University of North Carolina Center for School Leadership Development were carefully crafted at program inception. Multiple documents demonstrate that the original missions have served the state well. **However, today's high-stakes accountability needs have either usurped or outdated several of the original missions.** NCCAT, used here to illustrate this point, is chosen as an example primarily because it is a strong, well-respected program.

Example: NC Consortium for the Advancement of Teaching (NCCAT)

The legislative mandated mission of NCCAT is “to provide career teachers with opportunities to study advanced topics in the sciences, arts and humanities and to engage in informed discourse assisted by able mentors and outstanding leaders from all walks of life; and otherwise to offer opportunity for teachers to engage in scholarly pursuits, through a center dedicated exclusively to the advancement of teaching as an art and as a profession.” Designed to reward excellence in teaching, to renew participants both personally and professionally, and to retain outstanding career teachers in North Carolina schools, the value of an NCCAT experience is proclaimed by teacher after teacher. Additionally NCCAT claims a 93 percent retention rate over a three-year period, while the state retention for the same period is 86 percent (according to an analysis by the DPI).

High school teacher: *NCCAT is wonderful! I was treated like a professional and came back so refreshed and eager to help my students learn since I had enjoyed so much being a learner myself.*

Middle school teacher: *I love NCCAT because you get away and you are treated like royalty. Meals are great, grounds are impeccable, and snacks are stocked. You have reflection time from 1-3 PM. You don't mind going to the computer lab until midnight because you have been treated so well.*

But one also hears reasons to reorient the mission. The following quotes illustrate this:

A Teacher of the Year: *My NCCAT experience was one of the best things that has ever happened to me. I took a course on medicine and just loved it. It had absolutely nothing to do with my classroom, but it was a great learning experience for me.*

A superintendent: *I want NCCAT to pamper teachers, to support them, and to send them back raring to go! BUT, I want them to do that in the context of what our grassroots needs are – not on some unrelated topic. We don't have a moment to waste on frills that don't focus on our accountability needs.*

The study would be misleading if it did not acknowledge that NCCAT has already begun operating beyond its original mission by linking its professional development offerings directly to North Carolina's accountability needs. This analysis of the missions and any re-writing will benefit from including a vertical team of practitioners from the field to establish stakeholder relevance, credibility, and ownership.

Recommendation 3: Align all state-level professional development with North Carolina's system of accountability.

Rationale: The UNC Center for School Leadership Development and the Department of Public Instruction will align all programming with the state's priorities and demonstrate leadership in helping educators understand “why” and “how” to align planning and professional development with the various requirements of state and local accountability.

Second to hiring qualified staff, professional development is the most important tool states have at their disposal to support the achievement of goals for student learning.

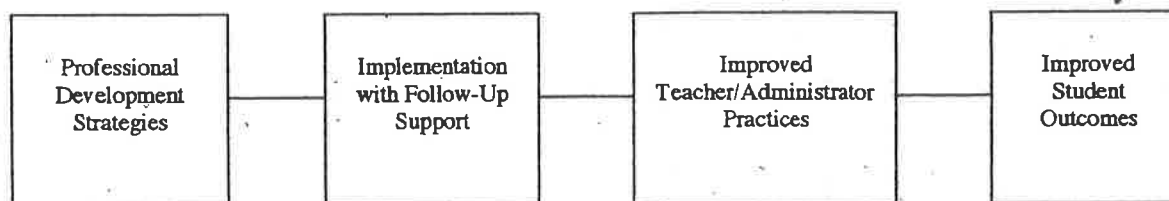
An aligned system ensures that leadership, resources, and expertise are focused simultaneously on the achievement of the system's priorities. Limited resources and commitments to students necessitate important choices. While there are many interesting topics for educators to explore in the name of professional development, an aligned system requires a laser-like focus on the goals of the state, district, and local school. Effective professional development begins with planning that addresses three critical questions: What knowledge and skills are expected of our students? What knowledge and skills must teachers have to support student learning of the required standards? What professional development will support teachers in acquiring the necessary knowledge and skills?

In a position paper on Teaching Quality (2002), the Education Commission of the States (ECS) explains: "*Alignment means, first of all, insuring that professional development helps teachers teach successfully to statewide student standards. Secondly, it means insuring that professional development enables teachers to be successful with the diverse range of students in their classrooms. In order to facilitate this, state and district incentives for professional development need to encourage teachers to participate in activities that directly address these objectives.*"¹⁸

Recommendation 4: Require annual program reports that document the application of research-based strategies and the impact of the work on improved educator practice and student results.

Rationale: Each program must be grounded in a theory of change that provides a rationale for the steps it will take to achieve the desired ends. Program design must be grounded in a sound theory of change that specifies the knowledge and skills educators acquire, the support they receive in order to improve practice, and the student performance that should result. The changes required at the district, school, and classroom levels to fully implement and institutionalize the programs' strategies must be clearly specified to improve participant knowledge and skills in a way that advances student performance.

FIGURE 1. A SIMPLE THEORY OF CHANGE



Program outcomes will be strengthened by the application of the following design principles.

Crafting Designs to Address Learners' Needs: Adults and Students. While all programs can defend their intent to meet learners' needs, most plan for the needs of teachers and principals; few of them plan or demonstrate ways to reach the most important learner, the student. Generally, all the targeted programs received good reviews, and even glowing accolades from program participants. However, the follow-up support necessary to achieve program goals is sometimes shallow or non-existent. Follow-up is vital to implementation of strategies that can improve performance.

Using Disaggregated Student Data. Most programs do not use student data unless they are working specifically with a school or district. When asked about data, most respond that they have difficulty in locating it. Practitioners in the field are increasingly focused on data. Programs can and should demonstrate their link to the Core Standards or to test items, and to the state statistics on content deficits.

Linking with Accountability Infrastructure. Every program can become more efficient and increase its impact by linking with one or more of the state's accountability components (i.e., school plans or individual plans, technology requirements, professional development requirements, certification or re-licensure). *No Child Left Behind* emphasizes the importance of this linkage, and when it is clearly specified, staff development is better linked to student results.

Targeting Diversity and At-Risk. Any program design must examine ways to target diversity and at-risk students. For example, one of the Teacher Academy's most popular programs, "Learning Styles" may need to incorporate cultural differences in learning styles. Programs must also make clear their intent by avoiding titles that can be misunderstood. For instance, NCCAT has a professional development offering that addresses diversity and is highly valued by teachers. Its title, however, is "Basketweaving," which may be misconstrued as a frivolous offering in this age of very serious accountability for student results.

In addition, information on budget expenditures and results achieved would be included in mandated staff development annual reports. Outside technical assistance may be necessary to help some program leaders produce powerful theories of change. Careful attention will be required to assisting programs with collection of data in a manner that is not overburdensome.

Governance

Recommendation 5: Establish a single governance authority for the UNC Center for School Leadership Development programs.

One governing board should lead the UNC Center for School Leadership Development programs. All governing, decision-making boards of individual UNC Center for School Leadership Development programs mandated by the General Assembly or through the University of North Carolina should be abolished.

The current governance structures appear to inhibit the various programs in meeting state priorities and needs of constituents. Center leadership needs the ability to negotiate across all parts of the state's educational entities and, its own programs. Without this ability to lead, the obstacles to high quality professional development can never be overcome.

Advisory Boards. Professional development programs could have Advisory Boards to offer feedback, to make recommendations, to assist with program evaluation to measure efficiency and effectiveness, and to secure additional funding. The UNC Center for School Leadership Development programs could work cooperatively to develop a structure to support work among the governing and advisory boards.

Collaboration and Efficiency. There can be little collaborative work to meet the state priorities and needs of constituents when individual programs plan and act autonomously. The Teacher Academy, NCCAT, and the Math and Science Education Network should work closely together to ensure that their offerings meet schools and students needs. The Department of Public Instruction should have a representative at Center meetings to ensure coherent planning. The UNC Vice President for University-School Programs can develop a "big picture" concept for high-quality professional development.

Service Duplication. Duplication of services could be eliminated or defended when everyone understands why it is occurring. One governing board can assist in identifying the highest leverage roles for DPI and UNC-CSLD.

Communication. A unified UNC-CSLD with one governing board would facilitate better communication with DPI, with practitioners, with other stakeholders, and with the Joint Education Oversight Committee.

The State Board of Education Professional Development Advisory Committee endorsed the need to reexamine the missions and governance systems of the Center.¹⁹ This larger stakeholder group's recognition of this need acting separate from this study team is validation of the support for this recommendation. Additional study could focus on less obvious costs and concerns associated with convening the programs into a single entity.

Efficiency

The key thing about staff development is if someone can talk to me about how it is going to be relevant to school improvement goals and what the costs are. We have to get services provided in the most efficient way.

...A Principal from a High-Performing/High-Poverty School

Recommendation 6: Give the educators in the field the information they require to make better decisions about professional development including professional development programs and services available from the state.

Rationale: People in the field do not know what professional development services are available. They hear from peers who have taken a course; sometimes they receive a newsletter; occasionally there is an announcement on a bulletin board; or, the superintendent tells them to attend a program. A compendium of state-level programs will augment planning while offering professional development providers and districts an arena for (1) collaboration for better student results and for (2) improving efficiency and effectiveness.

The website of the UNC-CSLD should go beyond its present descriptive focus and become a marketing tool for CSLD programs. The UNC-CSLD programs, in cooperation with the Department of Public Instruction, as relevant, could produce an online directory of professional development services, showing the strands for high-quality professional development that address the state's priorities. Content areas and targeted audiences, such as grade levels, should be accompanied by the clearly-specified school reform focus or student outcomes. The first task of Advisory Boards would be to determine the content to be given to stakeholders.

Recommendation 7: Determine a curricula of training modules that would encourage consistency, extend reach, develop leadership, and build capacity of educators throughout the state.

Rationale: Module development could produce resources for mentors and school-based staff developers (coaches) to ensure consistency in content and pedagogy for supporting high-quality professional development. The UNC programs have expertise in a number of areas but do not have staff necessary to deliver to all schools in North Carolina. By crafting training modules, offering intensive training-of-trainer programs, and providing follow up assistance they will ensure the state has a structure to support increased capacity to address state priorities.

The training of cadres of teachers could assist with the regional delivery of professional development. Consideration can be given to recruiting National Board certified teachers to participate in and lead such efforts. The emphasis on developing teacher cadres contributes to the professionalism of teachers, which enhances retention. A second purpose is to extend the impact of original training sessions. The Teacher Academy already has a model for using teachers as facilitators that could be adapted.

School-based staff developers are increasingly being used in the state to provide direct assistance to teachers in the classroom. Large urban districts (San Diego and District 2 in New York City) and some states (Texas, California, and Indiana) have found value in preparing staff developers and content that can be used in multiple sites. The North Carolina school systems in Charlotte Mecklenberg, Haywood, Guilford County, Forsythe County, and Alamance use state funding to support school-based staff development leaders to provide assistance with school improvement priorities.

Modules crafted and training-of-trainers offered by the program leaders would increase the impact of their work. A survey could be developed to determine the topics and training venues most desired by the school systems served by the Center.

Effectiveness

Many mistake their good faith efforts with their impact. Any professional development program that cannot answer the question, "What is the impact of our professional development on teacher practice and student achievement?" is "increasing the likelihood of self-deception."²⁰

.... Grant Wiggins

Recommendation 8: Require that a portion of the time and resources of each state-funded program be prioritized to support school-based and job-embedded learning.

Rationale: Powerful professional development that results in student achievement is results-driven, school focused, and team based. While these programs were not designed originally with those qualities in mind, most have recognized their importance and begun to incorporate these features. A requirement that the state-based programs provide a certain portion of their resources directly to schools will expedite the development and delivery of such an intention.

Job-embedded learning links learning to the immediate and real-life problems faced by teachers and administrators.²¹ For the past decade North Carolina has endorsed job-embedded learning, recognizing that adult learning can take many forms such as study groups, peer observations, or planning lessons with colleagues while searching for what works. This should be a priority for all professional development providers in the state.

Regular on-site support for professional learning will accelerate the application of new practices and increase credibility of the program. Additional study could focus on the feasibility of the various programs dividing the state according to needs for school-based services.

Recommendation 9: Institute a program review cycle that focuses on the issues of mission, governance, efficiency, and effectiveness.

Rationale: In addition to regular evaluation studies called for by the Oversight Committee, the Center should facilitate its own program review cycle. This process will call for regular review of mission, governance, efficiency, and effectiveness.

- Data will be required to support that each professional development program is successfully improving participant knowledge and skills and advancing student performance.
- Programs will report their effectiveness by using standards and benchmarking, including cost and benefit comparison with similar programs in the state and nation.
- All program missions, objectives, and expectations will be analyzed from the viewpoint of (1) *No Child Left Behind's* increased emphasis on staff development that is results-driven, standards-based, and job-embedded, and (2) North Carolina's decade-long similar emphases.

The UNC Vice President for University-School Programs should require annually from the Center for School Leadership programs targeted by this study a formative and summative evaluation report that is clear, brief and concise. Suggested components for the document follow:

- A brief description of measures of efficiency in a formative evaluation.
- Previous five years of funding, defined by amount of state appropriation, grants, federal funding, or other streams of revenue.
- Numbers of staff and a breakdown of job assignment and salaries.
- Cost per participant for sub-programs within the main program, allowing for difference in number of days per program. This cost per participant must be compared to other state or national programs and data for cost efficiency.
- Retention data that is benchmarked against other programs and against state and national retention data, if pertinent to the program.
- A detailed summative evaluation, making certain that student results are included.

Many professional development programs appear to be unconnected to measures of effectiveness. This must change. The format for this document can be collaboratively developed (and used) by UNC Center for School Leadership Development Program Directors. These formative and summative evaluation reports can be linked to requests for appropriation and/or serve as an evaluation component of other requests.

Priority 3: Recommendations for Teachers, Substitute Teachers, and Lateral Entry Teachers for Effectively Teaching At-Risk Students

Recommendation 10: Focus resources of the UNC-CSLD programs on staff development that will help teachers and other support staff reduce the gap in student achievement.

Rationale: This recommendation addresses the State Board of Education's directive to close the achievement gap. According to *No Child Left Behind* schools will be judged on the progress each student sub-group makes toward state goals. Schools must achieve acceptable levels of progress in order to maintain autonomy with regard to planning and resources. Schools with serious achievement gaps will seek answers to their dilemma. A cottage industry of staff development providers is growing overnight to respond to school requests for answers. States have a responsibility to ensure that all educators have access to the highest quality professional development that will help them to close the achievement gap. What works vs. what sounds appealing must guide them.

Staff development can enable teachers to address the learning needs of students who come to them performing one or more years below grade level. Content-rich staff development can prevent, or certainly narrow, the occurrence of this learning gap by linking professional development and student results. This recommendation may also be addressed through the development of cadres and modules suggested in Recommendation 7.

Recommendation 11: Design and deliver systematic induction programs plus training for mentor teachers.

Rationale: Research consistently verifies the importance of induction programs and services for retaining new teachers and accelerating their competence. Training for mentors is essential for ensuring they are as effective as possible. The three Center programs focused on teacher recruitment should be simultaneously focused on teacher induction. Fewer new teachers are replaced annually in states and districts with high-quality induction and mentoring programs.

Models of effective mentoring services exist in North Carolina (for example, the Charlotte full-time release program). Money has been set aside for stipends for mentors. However, variability exists regarding training for mentors. This is a unique opportunity to leverage existing programs and increase the efficiency and effectiveness of mentor programs while reducing the variability of the quality of services offered. Until the state focuses on the first three years of teachings, it will continue to put a disproportionate amount of its funds into teacher recruitment services as opposed to teaching quality and retention services.

Recommendation 12: Redesign the recertification/relicensure process so that it supports the goal that all teachers have the knowledge and skills to successfully close the achievement gap.

Rationale: Teachers should be relicensed according to their performance in the classroom. Teaching standards should be used as a guide to the knowledge and skills expected of teachers. Unfortunately, many states have chosen instead to tie seat time credits to relicensure standing. **There is no evidence that a teacher's accumulation of specified staff development hours will directly influence their performance in the classroom.** In addition, with limited resources and time available to serve teachers, states must take advantage of all opportunities to influence the learning and practice of its educators.

Based on reports from teachers and stakeholders, the quality of relicensure professional development activities varies greatly. There is no standard for evaluation, and approval of professional development activities is left to the discretion of the LEA with little guidance for those decisions. Altering the relicensure system in the state offers an important option for strengthening teaching quality.

**Priority 4: Recommendations for Professional Development for Principals
to Acquire Leadership Skills to Manage Schools
with Diverse Populations and to Increase Student Achievement**

Recommendation 13: Focus additional resources of the UNC-CSLD programs on support for new principals and staff development that will help them reduce the gap in student achievement.

Rationale: The CSLD preservice programs: Principals Fellows Program, NC TEACH, and the NC Model Teacher Education Consortium should collaborate to provide support for beginning administrators, teachers, and paraeducators to ensure a higher retention rate. Retention of new hires is of paramount importance, at least as great as that of recruitment. NCMTEC's proximity to other CSLD programs should trigger a move that can spur greater collaboration, as well as possible savings on rent.

Programs focused on principals have a similar responsibility to address the role of principals in designing a learning environment that closes the achievement gap. Follow up and on-site services assist principals to put theory into action. Nationally, programs for providing mentors and coaches for principals are reporting some success. Even telephone coaching is being used by some comprehensive school reform models (Different Ways of Knowing) and by some large urban systems (Dallas, Cleveland).

Principal recertification requirements should also be reexamined. Delineation of the knowledge and skills expected of highly competent principals should serve as the basis for issuing license updates to principals. This is a controversial, but important issue to bring to the table for discussion.

**Priority 5: An Analysis of Professional Development Support Offered
by the Department of Public Instruction**

Recommendation 14: Establish a vision and adopt a comprehensive state plan for professional development.

Rationale: According to the Report to the State Board of Education and the State Superintendent by the North Carolina Professional Development Committee (2002): *North Carolina's current system is inadequate....Program administration lacks coherent alignment with a Statewide framework of the Strategic Priorities due to lack of leadership and guidance. Legislative action during the 1990s required the State Board of Education to define the critical functions of DPI. Due to decreased staff, professional development was excluded as a critical function....Consequently, professional development is fragmented at best.*²²

Data collected through this study supports this finding as well. North Carolina needs a vision for professional development and a coherent plan for achieving it. Such a plan would enable the state to clarify the functions of the Department of Public Instruction and then budget accordingly. A state-level plan developed by representatives of all stakeholders would clarify how and by whom each expectation associated with high-quality staff development will be achieved.

Recommendation 15: Mandate a standard format and due date for school/ district improvement plans.

Rationale: School/district plans throughout the state presently have no common format or due date. This impairs the ability to focus statewide on common needs pinpointed by the school/district plans. It impairs DPI's and the Center's ability to focus on common needs of similar schools, and it impairs providers' ability to focus on other common needs.

The North Carolina Professional Development Committee (2002) noted the following: *LEAs need to use a clearly-defined improvement process, developed by the State, to develop and implement a comprehensive, high-quality professional development program that leads to in-depth content knowledge, skill in pedagogical methodologies and the disposition to implement the new learning. The new learning must be applied to classroom practice and to school leadership.*²³

Currently schools submit plans to central office, and local schools boards approve the plans. Because DPI does not have the staff capacity to provide feedback on each plan, it is recommended that only those schools that do not meet annual yearly progress goals submit plans for review. A feedback system for strengthening plans would be put in place. In addition, these plans become accessible to the DPI and the UNC programs for charting new services to the state's neediest populations.

Priority 6: Recommendations regarding Use of Federal, State, and Local Funds

Recommendation 16: Align the allocation of state dollars to state priorities.

Rationale: Resources must support priorities. It is premature to recommend increasing or decreasing dollars for various programs discussed in this report. The Department of Public Instruction needs to clarify its position and needs with regard to professional development. Each UNCLD program should revise its mission. Budgets should be submitted to address these revisions. Future budgets and allocations would be considered in light of the Department and programs success in meeting their goals.

If North Carolina intends to continue to provide technical assistance to low-performing schools, it should consider strategies for increasing such support. North Carolina resources currently limit technical assistance to low-performing schools to one year. While preliminary data shows the intervention to be helpful, research shows that such improvement will rarely be sustained without long-term work. Therefore, it is critical that North Carolina find the means to continue technical assistance to low-performing schools for a minimum of three years. Various methods would be studied and powerful solutions for each site would be locally selected.

NCLB will provide additional dollars to North Carolina school systems and the state department. Further investigation into expenditures by the state department is necessary to determine the points of highest leverage. However, all funds specified for staff development and/or school improvement purposes should be aligned with state priorities. Program expenditures not aligned would be reallocated to such priorities unless otherwise determined by the Education Oversight Committee or its designee.

Priority 7: An Analysis of the Feasibility and Merits of Consolidating and Reducing Professional Development Programs

Recommendation 17: Determine whether the need still exists for the Model Teacher Education Consortium (MTEC) in light of the recent establishment of the Regional Alternative Licensing Centers and a new grant to Elizabeth City State University to support Transition to Teaching programs.

Rationale: It seems premature to recommend the consolidation and reduction of any program until the reexamination of the program missions is complete. However it is important to raise issues regarding replication of services in the area of lateral entry support programs.

Data that specifically suggested an examination of the Model Teacher Education Consortium arrived late in the study. Staff developers suggested that many of their previous needs to assist lateral entry teachers would be served by the new Regional Alternative License Centers. In addition, college courses previously served by MTEC, could now be offered through the grant to Elizabeth City State University. Those in the field who have participated

in MTEC testify to massive confusion surrounding enrolling, developing a course of study, and working through problems associated with the institutions in which they are enrolled.

Similar issues may be raised by other such support programs and duplication of services through other universities Transition to Teaching grants. Further study is necessary to clarify this situation.

Recommendation 18: Require collaboration among the DPI, Center for School Leadership Development, local colleges and universities, and other recipients of large federal and state grants.

Rationale: Collaboration is essential to the achievement of North Carolina's educational goals. There is no place in the plan for refusals to work together.

Realigning existing resources, increasing oversight, and formalizing a collaborative approach can significantly enhance the State's ability to provide equitable access to high-quality professional development opportunities for teachers and school leaders and result in improved student achievement. State-level leadership and support can enable the Office of the Governor, Education Cabinet, State Board of Education, Department of Public Instruction, Center for School Leadership Development; colleges, universities, community colleges, regional service alliances, local education agencies, and professional organizations to become stronger collaborative partners for improving achievement for all students in North Carolina.²⁴

Some consolidation at the Center for School Leadership Development may ultimately follow the convening of all programs under one roof and one governing board. A commitment to collaborate is critical-- to problem solving, to enhancing services, to studying geographically the greatest needs, and to moving from a focus on individual professional development to school-based professional development.

Further study can identify whether preservice programs (NC TEACH, Principals Fellows Program, and NC Model Teacher Education Consortium) should eventually move from the UNC Center for School Leadership to community colleges, colleges, or universities. This assumes a successful start-up and module development for replication. Further study that examines all state-level staff development contributors and additional data from field practitioners will assist in determining where further collaboration and consolidation are essential.

Priority 8: Recommendations regarding Regionalization of Services and Cooperative Arrangements with Higher Education and Community College Authorities

Recommendation 19: Consider the recommendation of the State Board Professional Development Committee regarding the establishment of limited regional staff development services.

Rationale: In 1995-96 the state-supported Technical Assistance Centers were eliminated in the restructuring of the State Department of Public Education. Funding previously allocated directly to the centers was reallocated to LEAs with the option to retain the funds or join RESA groups of their own design. When state funding was eliminated, no funding was available for collaborative services beyond regular staff development or combinations of other local, state, and federal sources. RESA's had to consider the services that would ensure their survival. District purchased services, and that funding determined whether a RESA stayed in business. In the rural, and often underserved areas of the state, the need continues to exist for delivery through collaborative services.

The surfacing of the recommendation by the State Professional Development Task Force regarding the establishment of area professional development centers is however, an affirmation of the value of such arrangements. Perhaps new regional authorities, established independently or at local universities or community colleges, focused solely on improved professional learning required to collaborate with the Center programs, can leverage support for local systems who are either too small to be able to offer substantive staff development services or too far removed from large city resources. Development of regional programs should be focused on strengthening alignment with state priorities. The regional centers could provide leadership and opportunity for all personnel to access quality professional development opportunities designed to meet state priorities and standards of NCLB. This recommendation requires further study and discussion.

Conclusion

In the end there are several caveats to consider. David Cohen and Heather Hill (1998) provide the context for this important work: "Well-planned state efforts to improve instruction can successfully influence not only teaching but also student learning."²⁵ The Education Commission of the States reasserted the policymakers role by stating: "It is the responsibility of state and district policymakers and educators to take the lead in making sure all teachers have the skills, knowledge, and support they need to succeed."²⁶ Dennis Sparks (1999) reiterates its importance: "The rationale for the importance of teacher development is not exactly rocket science: To be successful in teaching all students to high standards, teachers need to be engaged in sustained, intellectually rigorous study of what they teach and how they teach it."²⁷ Finally Richard Elmore (2002) reminds us of what is key: "Improvement is a discipline, a practice that requires focus, knowledge, persistence, and consistency over time."²⁸

§ 115C-296. Board sets certification requirements.

...

(b)...

All North Carolina institutions of higher education that offer teacher education programs, masters degree programs in education, or masters degree programs in school administration shall provide performance reports to the State Board of Education. The performance reports shall follow a common format, shall be submitted according to a plan developed by the State Board, and shall include the information required under the plan developed by the State Board.

(b1) The State Board of Education shall develop a plan to provide a focused review of teacher education programs and the current process of accrediting these programs in order to ensure that the programs produce graduates that are well prepared to teach. The plan shall include the development and implementation of a school of education performance report for each teacher education program in North Carolina. The performance report shall include at least the following elements: (i) quality of students entering the schools of education, including the average grade point average and average score on preprofessional skills tests that assess reading, writing, math and other competencies; (ii) graduation rates; (iii) time-to-graduation rates; (iv) average scores of graduates on professional and content area examination for the purpose of certification; (v) percentage of graduates receiving initial certification; (vi) percentage of graduates hired as teachers; (vii) percentage of graduates remaining in teaching for four years; (viii) graduate satisfaction based on a common survey; and (ix) employer satisfaction based on a common survey. The performance reports shall follow a common format. The performance reports shall be submitted annually. The State Board of Education shall develop a plan to be implemented beginning in the 1998-99 school year to reward and sanction approved teacher education programs and masters of education programs and to revoke approval of those programs based on the performance reports and other criteria established by the State Board of Education.

The State Board also shall develop and implement a plan for annual performance reports for all masters degree programs in education and school administration in North Carolina. To the extent it is appropriated, the performance report shall include similar indicators to those developed for the performance report for teacher education programs. The performance reports shall follow a common format.

Both plans for performance reports also shall include a method to provide the annual performance reports to the Board of Governors of The University of North Carolina, the State Board of Education, and the boards of trustees of the independent colleges. The State Board of Education shall review the schools of education performance reports and the performance reports for masters degree programs in education and school administration each year the performance reports are submitted. The State Board shall submit the performance report for the 1999-2000 school year to the Joint Legislative Education Oversight Committee by December 15, 2000. Subsequent performance reports shall be submitted to the Joint Legislative Education Oversight Committee on an annual basis by October 1.

Trends in Data Across the Years

1. The number of undergraduate programs (47) has remained stable, although one institution has discontinued its offerings and one institution has begun offering programs. The number of graduate programs (26) has remained stable. Three new school administration programs have been initiated. There are now 14 school administration programs.
2. Full-time enrollment in undergraduate programs has increased 9%; the proportion of minority students enrolled full-time in undergraduate programs has decreased by 6%. Approximately 10% of students are minority.

Part-time enrollment in undergraduate programs has doubled; the proportion of minority students enrolled part-time in undergraduate programs has decreased by 6%. Approximately 13% of students are minority.

Full-time enrollment in licensure-only programs has decreased 19%; the proportion of minority students enrolled full-time in licensure-only programs has decreased by 25%. Approximately 15% of students are minority.

Part-time enrollment in licensure-only programs has increased approximately 400%; the proportion of minority students enrolled part-time in licensure-only programs has remained stable. Approximately 24% of students are minority.

Full-time enrollment in graduate programs has decreased approximately 13%; the proportion of minority students enrolled full-time in graduate programs has decreased by 5%. Approximately 15% of students are minority.

Part-time enrollment in graduate programs has increased 46%; the proportion of minority students enrolled part-time in graduate programs has decreased by 13%. Approximately 14% of students are minority.

3. Performance of undergraduate students on the required program admission tests (Preprofessional Skills Tests [PPST] in Reading, Writing, and Mathematics) has remained relatively stable. Average mathematics performance has increased 5 points.
4. The grade point average of students admitted to undergraduate teacher education programs has remained relatively stable. The average was 3.29 in 2003.
5. The number of student teachers has decreased 12% from the high of 3389 reported in 2000. The percentage of student teachers licensed has remained relatively stable, ranging from 84% to 90%. The percentage of student teachers employed in the NC public schools within one year of program completion has remained relatively stable, ranging from 63% to 68%.

6. The Praxis II pass rates for almost all institutions is above the required 70%. In 2003, only two institutions (Bennett College and Livingstone College) had Praxis II pass rates below 70%.
7. Although the response rate to surveys has been problematic, program completers, their mentors, and their principals have expressed satisfaction with the programs. Across the five reports, responses have been received from 4359 undergraduate program completers, 4464 mentor teachers, and 4325 principals. The ratings in all categories (the program in general, preparation in curriculum and instructional strategies, preparation to work with diverse learners, preparation to use technology, and preparation to manage the classroom) average 3.3 to 3.6 on a 4.0 scale.
8. There has been a 167% increase in the number of lateral entry teachers requesting plans of study. There has been a 158% increase in the number of lateral entry teachers enrolling in classes leading to licensure.
9. There has been a 9% increase in the number of full-time teacher education faculty (872 in 2003), a 14% decrease in the number of faculty full-time to the institution but part-time to teacher education (416 in 2003), and a 20% increase in the number of faculty employed only part-time in teacher education programs.

Institutions Designated as Exemplary or Low-Performing

	98-99	99-00	00-01	01-02	02-03
Exemplary		Greensboro College UNC-Asheville UNC-Greensboro UNC-Pembroke	Appalachian State University Duke University East Carolina University Salem College UNC-Greensboro UNC-Pembroke Western Carolina University	Appalachian State University East Carolina University Elon University UNC-Greensboro UNC-Pembroke UNC-Wilmington Western Carolina University	
Low-Performing		Barton College Johnson C. Smith University Pfeiffer University Shaw University St. Augustine's College	Shaw University	Elizabeth City State University Livingstone College	

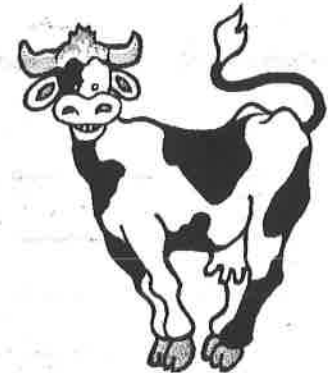
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NO COW LEFT BEHIND

By Kenneth Remsen

Since testing seems to be a cornerstone to improving performance I don't understand why this principle isn't applied to other businesses that are not performing up to expectations. I was thinking about the problem of falling milk prices and wondering why testing cows wouldn't be effective in bringing up prices since testing students is going to bring up test scores.



The federal government should mandate testing all cows every year starting at age 2. Now I know that it will take time out of the farmers necessary work to do this testing every year and that it may be necessary to spend inordinate amounts of money on the testing equipment but that should not detract us from what must be done.

I'm sure there are plenty of statistics to show what good milk producing performance looks like and the characteristics of cows who achieve this level of performance. It should, therefore, be easy to figure out the characteristics necessary to meet this standard.

We will begin our testing finding out which cows now meet the standard, which almost meet the standard, which meet the standard with honors and which show little evidence of achievement.

Points will be assigned in each category and it will be necessary to achieve a certain average score. If this score is not achieved, the Department of Agriculture will send in experts to give advice for improvement. If improvements do not occur over a couple of years, the state will take over your farm or even force you to sell.

Now I'm sure farms have a mix of cows in the barn but it is important to remember that every cow can meet the standard. There should be no exceptions and no excuses. I don't want to hear about the cows that just came to the barn from the farm down the road that didn't provide the proper nutrition or a proper living environment.

All cows need to meet the standard.

Another key factor will be the placement of a highly qualified farmer in each barn. I know many of you have been farming for many years but it will be necessary for all farmers to become certified. This will mean some more paperwork and testing on your knowledge of cows but in the end this will lead to the benefit of all.

It will also be necessary to allow barn choice for the cows. If cows are not meeting the standard in certain farms they will be allowed to go to the barn of their choice. Transportation may become an issue but it is critical that cows be allowed to leave their low performing barns. This will force low performing farms to meet the standard or else they will simply go out of business.

Some small farms will be probably go out of business as a result of this new legislation. Simply put, the cost per cow is too high. As taxpayers we cannot be expected to foot the bill to subsidize farms with dairy compacts. Even though no one really knows what the ideal cost is to keep cows content the legislature will set a cost per cow.

Expenditures too far above this cost will be penalized. Since everyone knows that there are economies of scale, small farms will probably be forced to close and those cows will merge into larger farms.

Some farmers may be upset that I proclaim to know what is best for these cows but I certainly consider myself capable of making these recommendations. I grew up next to a farm and I drink milk.

