

Table IV

Examples of Changes in State and Local Educational Programs and
Practices Resulting from State Minimum Competency Programs

Reports of changes in state education policy attributed to minimum competency programs range from the general comment of the Connecticut office that results have been used constantly to improve programs, to the listing of extensive changes by states such as Florida and Georgia. Florida attributes these changes to the minimum competency program: a 1976 Educational Accountability Act resulting in improvements in kindergarten through postsecondary education — including initiation of a state compensatory education program, a college sophomore testing program, increased high school graduation requirements, a new primary education program, a new middle school education program, and changes in the principal and teacher certification examinations. Georgia cites the adoption of policies dealing with changes in certification and staff development and the establishment of public school standards by the state board of education as direct consequences of this program. North Carolina states that students simply no longer graduate without minimum competencies.

Examples provided of changes in school programs and practices include greater emphasis on writing in the schools, examination and restructuring of curricula and programs, increased attention to remedial education, improved student performance as measured by achievement tests, use by school districts of state-developed support materials such as spelling lists, more local curriculum development and evaluation, and improved methods of diagnosing student needs in school systems.

The few states that report an impact of the minimum competency program on state curriculum and instructional support cited better definition of the basic skills and developmental skills required in the minimum competencies program and their incorporation into the curriculum frameworks and guides of state departments.

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State	Type of Change Noted		State Curriculum, Instructional Support
	State Education Policy	School Programs, Practices	
Alabama	First grade graduation requirements in 1983 for 1985.	Redeveloped curriculum often becomes part of school policy.	N.C. were incorporated into course of study.
Alaska - No program			
Arizona	N	N	N
Arkansas	Y Law went into effect in 1983 and must be implemented by 1987-88; 85% of students must be achieving mastery or need to be involved in a school achievement program; students have 2 years to show improvement.	Y	Y: Course content guides required through educational standards; they specify core curriculum in all subject areas (Includes basic skills, developmental skills, and extensions for brighter students) .
California	N	Y: Parent conference required to tie curriculum to assessment.	N
Colorado	N	N	N
Connecticut	Constant use of results improvement of programs		
Delaware	No	No concrete evidence	No concrete evidence
District of Columbia	N	N: Already tied to curriculum	N
Florida	Y: In 1976 Education Accountability Act; once implemented, started a long-term series of improvements from Kindergarten thru post-secondary, e.g., initiation of a state compensatory education program, initiation of college sophomore testing program; Increased high school graduation requirements; new primary education program; new middle school education program; principals certification exam; teachers certification exam.	Y	Y: Curriculum frameworks which establish content for all h.s. courses.
Georgia	Y: Policies added dealing with changes in certification and staff development based on need identified by lower test scores in some grades; public school standards established by board - added. Schools having to meet new standards as a result of test scores.	Y: More curriculum development and evaluation.	Y: Just adopted because of testing all grade levels in all subjects - specified a minimum of what objectives must be taught.

SOURCE: Data Compiled for the Office of Technology Assessment by Northwest Regional Educational Laboratory, 1985.

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Examples of Changes in Stat. and Local Educational
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State	Type of Change Noted		
	State Education Policy	School Programs, Practices	State Curriculum, Instructional Support
Hawaii	undergoing serious review.	N	N
Idaho	N	Y	N
Illinois - Not applicable			
Indiana - No program			
Iowa - No program			
Kansas	N	N	N
Kentucky	Same as for state assessment		
Louisiana	N	N	Change reported, example not reco
Maine - No program			
	1. Special Education limited English proficiency are included unless specified. 2. More instructional support.	Consideration of program requirements.	Development of state framework
Massachusetts	N	N	N
Michigan - No program			
Minnesota - No program			
Mississippi	N	teaching of writing and cope and sequence of subject.	N
Missouri	Changes made in 1984 and 1985. 1986 - grades will be withheld at 9th grade if failed.	Look at curriculum	N
Montana - No program			
Nebraska	N	Some spelling programs now use list from state developed spelling test. Schools report v d work from lower half of students.	
	N	Morewre courses offered for remedial math, writing. Writing test has influenced writing curriculum -- better results.	N

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New Hampshire	I No program		
New Jersey	Several policies changed.	State certification based on results. Compulsory education funding based on results.	Graduation requirements were revised.
New Mexico		Despite secure items, changed each year, scores have improved. This implies changed school practices.	N
New York		Teaching of writing now emphasized in schools as a result of competency test.	N
North Carolina	Students no longer graduate without minimum competencies. Specific funding for remediation was provided (average \$8 million a year to work on program).		N
North Dakota	No program		
	N: New program)	N	N
Oklahoma	No program		
	Pending a movement toward minimum competency testing.	N	
Pennsylvania	N	Y: Many districts have hired additional teachers in reading and math since they had to create remedial programs (had to create new or different programs) ; some districts have creative preventive programs and others have begun to review reading and math programs to see how they reflect objectives being tested.	
Rhode Island	No program		
South Carolina	1984: Shifting of 11th grade tests to 10th grade in 1986. Science is an additional area to be tested. Diploma requirement.	Because of funds for compensatory education and tests based on objectives defined by legislature, Specific objectives and skills are given by grade to teachers and students with sample test items.	

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South Dakota - No program			
Tennessee - Not available for interview			
Texas	Legislature has changed ● requirements.	Accreditation change affected local programs.	Same bill that changed accreditat. changed state curriculum.
Utah		Remedial help increased due to test. Consequently bottom 50 has improved their scores.	N
Vermont	NR	NR	NR
Virginia	Emphasis used to be on pupils with lower scores, now shifting away from that.	Many schools give a pre-test to screen those to receive special tutoring before 10th grade test.	N
Washington - No program			
West Virginia - No program yet in place; see Table VIII			
Wisconsin - Not available for interview			
Wyoming - No state data; district required to assess.			