

3. High School Exit Standards

Students, who (1) entered the ninth grade in the 2006-07 through 2008-09 school years and follow the Career Prep Course of Study, College Tech Prep Course of Study or College/University Prep Course of Study; or (2) enter ninth grade in the 2009-10 year or beyond and follow the Future Ready Course of Study, must score at Level III or above on all of the following end-of-course (EOC) tests: Algebra I; Biology; English I; Civics and Economics; and U.S. History.

Students who do not score at Level III or above on the first administration of EOC tests must be retested in accordance with State Board policy.

The superintendent shall develop procedures, in accordance with State Board policy, for reviewing promotion requests for students who do not score at Level III or above on the retest.

The EOC test results shall count as 25 percent of a student's final grade in each high school course for which an EOC test is available. If a retest is required, the higher of the two test results shall count as 25 percent of the student's final grade.

4. Intervention and Remediation Plans Grades 9-12

Teachers shall, in collaboration with parents, develop a Personalized Education Plan (PEP) for all students in grades 9-12 who are not successfully making academic progress in Exit Standard Courses. These plans shall be developed within the first nine weeks of the semester.

5. Attendance Requirements Grades 9-12

See board policy 4.2000, Attendance.

6. Special Circumstances

The board adopts the following policies with regard to graduation:

a. Honor Graduates

Honor graduates may be designated by the principal on the basis of criteria established by the superintendent. A student who completes the requirements of the North Carolina Academic Scholars Program shall receive recognition, including a seal affixed to his/her diploma, recognition on his/her transcript and recognition at graduation.

Honor graduates and Junior Marshals may be designated by the principal based on criteria established by the superintendent.

b. Students with Disabilities

To the extent possible, students with disabilities shall be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the EOG or the EOC tests, promotion decisions shall be based on criteria as recommended by the IEP team.

All intervention strategies and other opportunities, benefits and resources that are made available to students without disabilities shall be made available to students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

The Individualized Education Program (IEP) Team, with the parents and student as members, shall work together to determine the appropriate course of study for students with disabilities. A student with disabilities may earn a Graduation Certificate or a diploma.

c. Children of Military Families

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and policy 4.3300, Assignment to Class, school administrators have the authority to exercise flexibility in waiving course or program pre-requisites or other pre-conditions for the placement of students of military families in courses or programs offered by the school system.

In order to facilitate the on-time graduation of students of military families, the board adopts the following policy provisions for students covered by the Interstate Compact on Educational Opportunity for Military Children.

i. Waiver Requirements

Specific course work required for graduation shall be waived if similar course work has been satisfactorily completed in another school system. If a waiver is not granted, school administrators shall provide the student with reasonable justification for the denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the superintendent or designee shall provide the student with an alternative means of acquiring the required course work so that graduation may occur on time.

ii. Testing Requirements for Graduation

The superintendent shall accept the following in lieu of tests required for graduation in North Carolina: (1) exit or end-of-course exams required for graduation from the sending state; (2) national norm-referenced achievement tests; or (3) alternative testing. If these alternatives are not feasible for a student who has transferred in his/her senior year, subsection iii. below shall apply.

iii. Transfers During Senior Year

If a student of a military family who has transferred at the beginning of or during his/her senior year is ineligible to graduate from the school system after all of the alternatives listed above have been considered and the student meets the graduation requirements at his/her sending school, then school officials from the school system and the sending school system shall collaborate to ensure that the student will receive a diploma from the sending board of education.

d. Early Graduation

Graduation prior to that of one's class may be permitted under criteria to be approved by the board upon recommendation by the superintendent.

H. STUDENTS OF LIMITED ENGLISH PROFICIENCY K-12

The Board believes that students with limited English proficiency can achieve at the same level as other students. To the extent possible, students with limited English proficiency shall be held to the same standards as all other students. High school students of limited English proficiency shall meet the same standards as all students for high school graduation. However, in accordance with federal law, English language proficiency cannot be the factor that determines that a student has not met performance standards at each gateway.

In order to comply with federal law and State Board Policy 16 NCAC 6D.0507, limited English proficient students in grades 3-8 who score below 4.0 Expanding in Reading or Writing on the state approved English language proficiency assessment (W-APT\ACCESS) may be eligible for a waiver from the test standard for promotion through no more than two state gateways. A teacher, administrator or the student's parent/guardian must request the waiver. The person making the request for a waiver must submit evidence of student work to the Waiver Review Committee to determine if:

- the student's English language proficiency is the cause of the student's inability to perform at grade level on the required tests; and
- documentation indicates that the student is making adequate progress in all academic areas to be promoted to the next level or receive course credit.

1. Interventions for Limited English Proficient Students K-12

The principal and teacher(s) of students with limited English proficiency shall provide focused intervention for these students until they have met statewide promotion standards and high school graduation requirements (up to age 21). This intervention shall involve extended, supplemental instructional opportunities that include assistance in the development of English language proficiency. These students shall have personalized education plans (PEPs) with the following components:

- Diagnostic evaluation
- Intervention strategies
- Monitoring strategies

2. Notice to Parents Regarding the Student Accountability Policy Grades K-12

The superintendent shall ensure that a copy of this policy is provided to all students and parents, that parents are encouraged to be involved in helping their children meet the promotion standards and that all parents or guardians are requested to sign parental expectation agreements. Information provided to parents should be in the parents' native language. In addition, the teacher(s) of a student who does not meet the standards in this policy must notify the student's parents that the student has failed to meet the test standards and must provide the parents with information concerning retesting, intervention, review and appeal opportunities.

I. REPORTING REQUIREMENTS

1. Superintendent's Report to the Board of Education

At least on an annual basis, the superintendent shall provide the Board of Education with the following information for each school:

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the proportion of students not meeting standards for each grade level; and
- c. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students to meet promotion standards.

2. Superintendent's Report to the Department of Public Instruction

Pursuant to standards established by the Department of Public Instruction, the superintendent annually shall provide the Department with all required information regarding student performance

J. RESOURCES

Consistent with the objective of improving student performance, the Board shall provide maximum flexibility to schools in the allocation of state funds. Schools employees shall budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as a part of the school improvement plan submitted by school officials. All funds shall be used in a fiscally sound manner in accordance with policy 8.3000, Fiscal Management Standards.