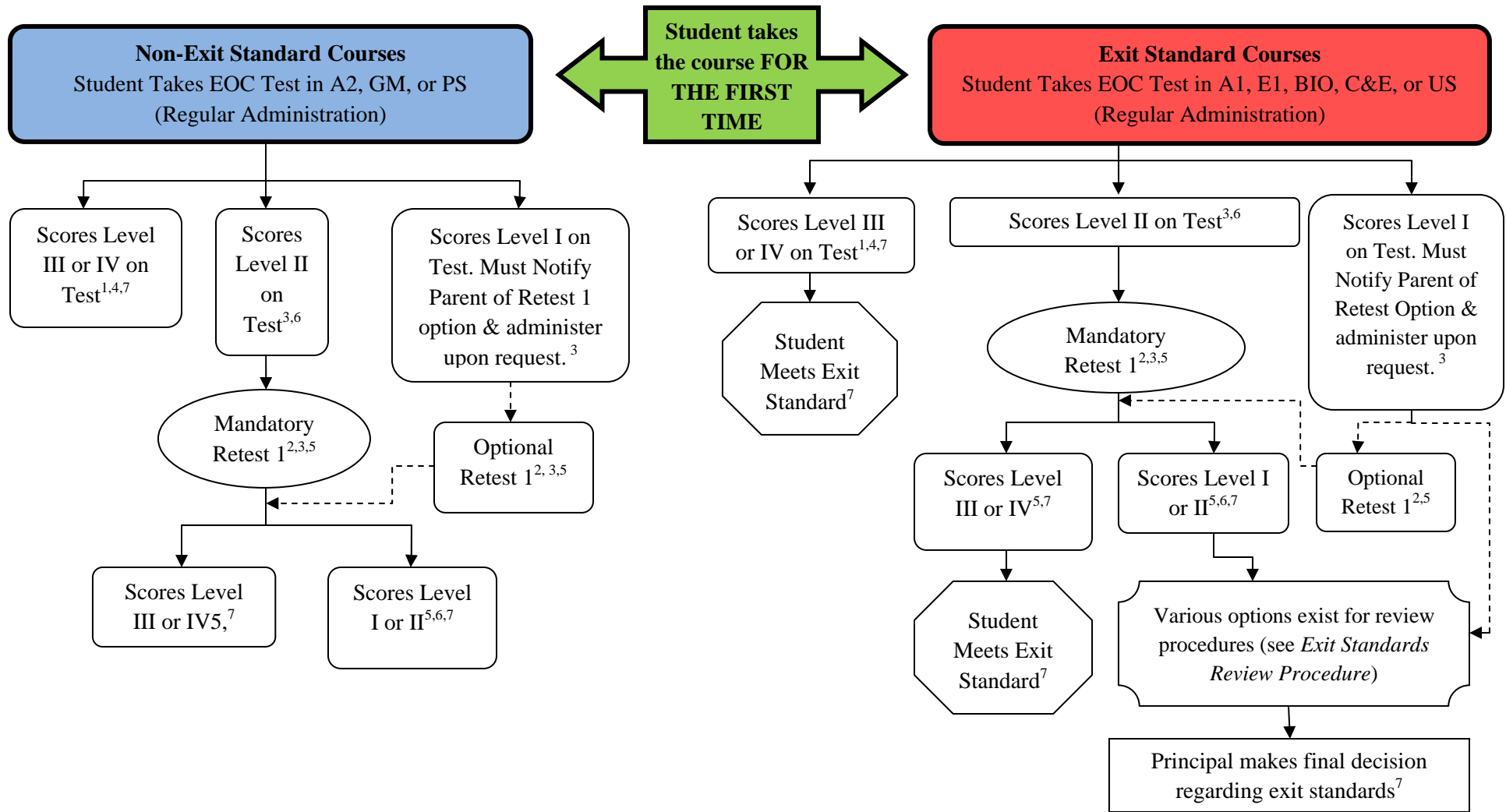


Navigating North Carolina's High School Student Accountability Standards 2009-10



¹ Regular administration test score counts as 25% of the student's final course grade.

² The LEA determines which test score (i.e., Regular, Retest 1) to incorporate as at least 25%.

³ Students identified as LEP in their first year in U.S. schools who score below Level 4 Expanding on the ACCESS reading subtest are exempt from Retest 1.

⁴ The score will be included in the ABCs Performance Composite and/or AYP results. The standard error of measurement (SEM) cannot be used for accountability.

⁵ The higher of the two scores (i.e., Regular administration, Retest 1) will be included in the ABCs Performance Composite and/or AYP results. SEM cannot be used.

⁶ *OPTIONAL*: After Retest 1, LEAs may use 1 SEM for determining local "passing" requirements and/or if a student met the exit standard.

⁷ If the student did not earn credit for the course, LEAs may allow the student to repeat the course.

Exit Standard Review Procedures

According to North Carolina State Board of Education policy GCS-C-031, the five review procedures below will apply for any student who does not score at Level III or above on Retest 1 for EOCs required for meeting the exit standards (i.e., Algebra I, Biology, Civics and Economics, English I, U.S. History). Follow steps 1 and 2 horizontally for the desired option. Principals may select any option.

Option	Step 1 for Selected Option	Step 2 for Selected Option
1	Teacher or Parent request a promotion	Exit Standard Hearing / Review Committee: When deemed appropriate by the LEA, a review committee will review documentation presented by teachers on behalf of the student for meeting the exit standard. The review committee will be appointed by the LEA, and will be comprised of teachers, principals, and/or central office staff from the district. Special education personnel must be included if the student is identified as a special needs student. English as a second language staff must be included if the student is identified as LEP. The student's parent shall be invited and allowed to speak on the student's behalf. The committee makes a recommendation to the principal.
2	Focused Intervention	<i>(Optional Step)</i> Exit Standard Hearing / Review Committee: When deemed appropriate by the LEA, a review committee will review documentation presented by teachers on behalf of the student for meeting the exit standard. The review committee will be appointed by the LEA, and will be comprised of teachers, principals, and/or central office staff from the district. Special education personnel must be included if the student is identified as a special needs student. English as a second language staff must be included if the student is identified as LEP. The student's parent shall be invited and allowed to speak on the student's behalf. The committee makes a recommendation to the principal.
3	Focused Intervention	<i>(Optional Step)</i> Retest 2 Administered. EOC test score counts as at least 25% of the student's final course grade. The LEA determines which test score (i.e., Regular, Retest 1, Retest 2) to incorporate as at least 25%. Retest 2 scores will <u>not</u> be included in ABCs Performance Composite and AYP results. <i>(Optional Step)</i> Exit Standard Hearing / Review Committee.
4	Retest 2 Administered	EOC test score counts as at least 25% of the student's final course grade. The LEA determines which test score (i.e., Regular, Retest 1, Retest 2) to incorporate as at least 25%. Retest 2 scores will <u>not</u> be included in ABCs Performance Composite and AYP results. <i>(Optional Step)</i> Exit Standard Hearing / Review Committee.
5	Exit Standard Hearing / Review Committee	The review committee makes a recommendation to the principal.