EXIT STANDARDS
IMPLEMENTATION GUIDE

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

Preparation for High School Exit Standards

FOREWORD

North Carolina High School Exit Standards will be implemented with the entering freshmen in the 2006-07 school year. In addition to achieving proficiency on five end-of-course assessments, students will be required to complete a Graduation Project. The project will allow students to apply practical, real-world skills they'll need as they transition to the world of work or post-secondary education. The information in this Handbook reinforces the importance of learning content knowledge and applying 21st Century Skills in the development of a school-based Graduation Project that has the support and participation of the total school faculty and members of the community.

One of the lessons learned from Student Accountability Standards at Grades 3, 5, and 8 is the importance of providing targeted intervention. The intervention strategies highlighted in this handbook build on our experiences at the earlier grades. One of these strategies is the development of Personal Education Plans that include very specific and targeted strategies to assist students who are having difficulty achieving proficiency on the high school exit standards.

Special appreciation is offered to the following committee members who compiled this handbook: K.C. Beavers, High Schools That Work Consultant; Pam Biggs, Educational Research and Evaluation Consultant; Kimberly Bowen, English Language Arts Consultant; Cynthia Boyd, Student Support Services Consultant; Everly Broadway, Section Chief, Math and Science; Nancy Carolan, Testing Policy and Operations Consultant; Edwin Dunlap Raising Achievement and Closing Gaps Education Consultant; Iris Garner, Testing Policy and Operations Consultant; Eleanor Hasse, Science Consultant; Freda Lee, Mentally Disabled, Secondary Education and Transition Consultant; Sherry Lehman, HIV/AIDS Programs and Policies Consultant; Joanne Marino, ESL Consultant; Sarah McManus, Section Chief, Testing Policy and Operations; Audrey Martin-McCoy, Educational Research and Evaluation Consultant; Judy McInnis, Social Studies Consultant; Trey Michael, Marketing Education Consultant; Brian Moye, Technology Education Consultant; Rebecca Payne, CTE Section Chief; Wandra Polk, Director Secondary Education; Judy Simon, FACS and Culinary Education Consultant; Ragan Spain, Science Consultant; Ted Summey, CTE Section Chief; and Mary Anne Tharin, Special Projects Consultant. The Department would also like to acknowledge the contributions of UNC-G, SERVE, and the Partnership for Dynamic Learning for their assistance in the preparation of Graduation Project material.

We hope this guide will be helpful to you and your students.

June St. Clair Atkinson
State Superintendent of Public Instruction

Exit Standards Implementation Guide

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Preparation for High School Exit Standards

Introduction Students entering the ninth grade for the first time in 2006-07 and beyond will be required to meet the new High School Exit Standards. Several factors impact students' ability to meet these requirements. On-going articulation and collaboration between middle and high schools are necessary to ensure that students have adequate preparation prior to entering high school. This collaboration will permit high schools to build on the lessons learned from Student Accountability Standards gateways at grades 3, 5 and 8. To enhance success, eighth and ninth grade orientation/transition programs should be used to identify students who may need additional assistance, preparation, and targeted interventions. Programs for these students should begin as early as possible.

Personal Education Plans Personal Education Plans (PEPs) are required by State Board of Education policy for high school students who are level one or two. Experience from gateways three, five and eight foreshadow the need to develop PEPs for high school students. More information on the development and use of PEPs may be found in Appendix A. PEPs are similar to the plans that are used to ensure that children with disabilities receive the educational services that they need to achieve to their potential. These plans also mirror those that are already required for students throughout the state who do not meet the requirements of the Student Accountability Standards for grades 3, 5 and 8.

Roles & Responsibilities Once students enter high school, the roles of the principals, administrators, teachers, counselors, parents, community and the students themselves become vital in preparing students to meet Exit Standards requirements. Those roles include:

- Principals and other administrators
  - Create a culture of high academic and behavioral expectations
  - Establish a communication plan with other administrators, students, parents, and representatives of community organizations
  - Provide parent, student and community information (brochures, newsletter, video, etc.)
  - Form a broad-based local work team, 15-25 individuals depending on school size, to serve on school improvement team. Parents should be a central part.
  - Support professional development for teachers and staff that is based on identified needs from school-

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based data.
- o Conduct student awareness sessions on
    - ▪ meeting all requirements of the Exit Standards, including review and retest guidelines as used in the grades 3, 5 and 8 gateways
    - ▪ accessing interventions
    - ▪ using acceleration strategies
- o Establish a budget and timeline for staff development, resources, interventions and acceleration methods/programs
- Teachers, counselors and staff
    - o Actively support the culture of high academic and behavioral expectations
    - o Participate in training on new exit standards about their role and the implementation of new policies for graduation success
    - o Participate in training on use of innovative pedagogy, e.g. project-based instruction and other contextual approaches
    - o Implement effective teaching strategies in support of the *North Carolina Standard Course of Study* and rigorous Exit Standards
    - o Develop detailed PEPs for level I and II students that target interventions and/or acceleration.
- Parents
    - o Participate in awareness sessions (what parents can do to prepare their child)
    - o Access information (brochures, newsletter, video, etc.)
    - o Support their child in meeting the requirements of the Exit Standards
    - o Join a broad-based local work team, 15-25 individuals depending on school size, to serve on school improvement team.
- Students
    - o Participate in awareness sessions (how to meet requirements)
    - o Take personal responsibility for meeting the requirements of the Exit Standards
    - o Take the most rigorous high school program available
- Community members
    - o Participate in awareness sessions regarding requirements of the Exit Standards
    - o Serve on Graduation Project panel
    - o Serve as mentors to students
    - o Support student endeavors to complete the Graduation Project

Preparation for High School Exit Standards

North Carolina's Department of Public Instruction plays a vital role in the successful implementation of the new High School Exit Standards. Communication with all stakeholders begins with regional discussions, encouraging positive public relations, and developing avenues of communication (brochures, videos, letters, websites, etc.)

Effective Instruction

Effective Research-based Strategies

Strong effective schools and programs result in fewer students needing individual interventions. Some of the strategies suggested in this section are thus targeted suggestions for instruction designed to reduce the need for individual student interventions. These strategies are supported in research literature. Schools should perform an in-depth assessment to determine which strategies are most likely to meet the needs of their students and be most effective for their situation. Then the entire school community can focus on high quality implementation of the strategies.

In order for any strategy to be effective teachers and administrators must receive high-quality professional development with extensive follow-up and on-going data-driven evaluation. Strategies such as peer coaching and lesson study require teachers to have common planning times and flexibility in scheduling to observe one another. Resources for planning and evaluating professional development are available at the following URL: http://www.ncpublicschools.org/profdev/

Literacy

According to the State Board of Education's *Vision for Literacy in North Carolina*, "Literacy instruction is incorporated in every content area at every grade level for K-12." While the English Language Arts teacher may continue to emphasize the development of literacy skills, teachers of other disciplines should include literacy skills instruction as part of their delivery of course content. Students benefit from literacy skills instruction taught across the curriculum. This provides students with opportunities to practice their literacy skills more frequently with a greater variety of purposes, audiences, and contexts. Additionally, students learn the content and the styles of discourse for other disciplines as they participate in conversations within each course.

Literacy across the curriculum initiatives should involve professional development in understanding adolescent literacy issues as well as in best practices for literacy instruction. Some schools have also developed elective courses for freshman or sophomore students which promote literacy skills needed for high school success. These courses may be required of all students or open to any who desire additional support developing literacy skills; however, these courses should not function as remediation or competency skills classes.

Positive School Climate that Includes Parent Involvement

Research (e.g., Comer & Haynes, 1992; Epstein & Dauber, 1993) suggests a connection between school climate and the extent to which parents and families are involved in their children's education. When schools create a safe, positive, and healthy school climate and reach out

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to families to become involved, the result is an effective school-family relationship. Such partnerships connect families and schools to help children succeed in school and in their future. Frequent and positive school-to-home communication (in the form of phone calls, progress reports, conferences, personal notes, newsletters, and home visits) helps parents feel more self-confident, more comfortable with the school, and more likely to become involved. Effective strategies and more information are available from the North Central Regional Educational Laboratory and the U.S. Department of Education:
http://www.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa300.htm
http://www.ed.gov/PressReleases/02-1994/parent.html

Implement a student advisory program so that all students in the school have an adult advocate who knows them well. Generally school counselors have too many students to develop close relationships with the majority. Teachers and other staff should begin by meeting with future advisees while they are in the eighth grade and stay with them through their entire high school program. Each adult staff member should have relatively few student advisees so that they can give their students a higher level of personal attention. Additional information can be found using the following URL:
http://asai.indstate.edu/guidingallkids/teacheradvisor.htm

Use the student assistance team model to proactively address individual student needs. Student Assistance Teams should be composed of counselors, administrators and teachers, including an advocate for the student. The team is composed of six to eight trained school staff. Members may include administrators, counselors, teachers, coaches, school psychologists, social workers, support staff, and others. The primary purpose of the team is to receive and screen student referrals and determine appropriate services for students. The team will also have a variety of other responsibilities, including developing the referral process, marketing student assistance, assisting in policy development, and evaluating progress. Additional information can be found using the following URL:
http://www.ncrel.org/sdrs/areas/issues/envrnmnt/drugfree/sa1lk23.htm

Technology   Use of technology including data gathering probes in science classes, graphing calculators, Lexile targeted reading, web quests, multimedia presentations and use of spreadsheet programs has been shown to increase student engagement and achievement.

An interesting discussion of the use of technology to aid conceptual understanding of laws of motion in physical science and physics classes may be found using the following URL:

http://probesight.concord.org/what/articles/thornton.pdf
Information on probes for science classes:
http://www.vernier.com/
http://www.pasco.com/

More information on use of Lexiles: www.**lexile**.com/

Teachers may need professional development to understand how to most effectively use technology to support instruction.

Graphic Organizers and Concept Mapping

Graphic organizers and concept mapping have been shown to be powerful aids to student learning across subject areas. These should not be provided to students in finished form – rather part of the learning activity for students is debating and deciding which kind of organizer suits a particular concept and then organizing the concepts to create their own map. These can help as a classroom strategy implemented by individual teachers, as a tutoring strategy for students needing extra assistance or as a school-wide strategy. There are many excellent resources on the use of graphic organizers. More information and links may be found at the following URL:
http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2grap.htm

A good reference with research bibliography:
http://cmap.coginst.uwf.edu/info/printer.html

An excellent book for teachers:
Mapping Inner Space: Learning and Teaching Visual Mapping.
Nancy Margulies with Nusa Maal. Zephyr Press: Chicago.   2002.
ISBN: 1-56976-138-8

Disaggregated Data

Use disaggregated data to examine student performance by socioeconomic status, ethnicity and gender. Implement appropriate instructional strategies to address various learning styles. Use data analysis tools to examine student growth as well as achievement levels. Be sure teacher assignments are equitable to students so that all students have opportunity to experience the highest quality of instruction available. Resources for instructional practices targeting various subgroups may be found at the following URL:
http://www.ncpublicschools.org/student_promotion/practices.pdf

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Formative Assessment

Use a variety of formative assessment tools to assess student progress. The principal forms of "authentic" or "performance" testing are portfolios, open ended questions, observations and exhibitions.

Effective Instruction

Provide all teachers with item writing training in order to effectively assess student mastery of curriculum objectives. For additional resources please check the following URLs:

http://www.ncpublicschools.org/accountability/testing/eoc/
http://www.ncpublicschools.org/curriculum/honorstandards

Support for Students

There are numerous programs designed to assist schools and districts in providing support for students, especially those from low income or minority families. These programs include:

Gear Up http://www.ed.gov/programs/gearup/index.html

AVID   http://www.avidonline.org/

North Carolina Pre-College Program
http://www.unc.edu/depts/ed/pcp/schools.htm

Curriculum Integration

Examine the curriculum for opportunities to integrate within and across disciplines. Classes can be paired so that teachers team and reinforce both subjects. For example, pairing Algebra 1 and Physical Science, offers students multiple opportunities to apply and practice mathematical skills in a real world context. Other pairing combinations may be developed with Career and Technical Education courses to provide students an applied real world context for learning. Scheduling these courses as integrated block courses over the whole year gives students more time to absorb and apply new concepts.

Other classes may not be formally paired but still work to support one another. For example, study of vocabulary strategies can be reinforced across disciplines.

Student Motivation and Incentives

Study student motivation factors. Focus on strategies to increase intrinsic motivation. An excellent resource with a summary of research in this area is
http://www.nwrel.org/request/oct00/textonly.html#brooks#brooks

Accommodations

Students identified as limited English proficient (LEP) and students with disabilities must be provided instructional accommodations as specified in their appropriate LEP documentation, Individualized Education Programs (IEP), or Section 504 Plans. Please refer to chapter

four, "LEP Considerations", and chapter five, "EC Considerations" for more information on instructional accommodations.

Other

Implement vertical alignment strategies with feeder middle schools. Middle and high school teachers should study the curriculum, instructional strategies and student expectations together. This type of collaboration helps all teachers understand and focus on what students should learn at each level. Middle school teachers will benefit from knowing which content and skills are most critical for high school success. High school teachers will spend less time re-teaching material previously learned. Students will not repeat activities previously done.

Administrators should focus on instructional leadership that includes directing resources to improve student achievement. Resources for principals may be found using the following URL: http://www.principalspartnership.com/index.html

CHAPTER TWO-POLICIES

Overview of High School Exit Standards

High School Exit Standards According to SBE Policy HSP-N-004 (16 NCAC 6D.0503), students entering the ninth grade for the first time in 2006-07 and beyond will be required to meet new exit standards. The exit standards will apply to students following the Career Preparation, College Technical Preparation, or College University Preparation courses of study. These students will be required to perform at Achievement Level III (with one standard error of measurement) or above on five end-of-course (EOC) assessments and successfully complete a Graduation Project. The five required EOC assessments are Algebra I, Biology, English I, Civics & Economics, and U.S. History. The Graduation Project is a performance-based component that can include service-based learning or work-based learning experiences. The Graduation Project will be developed, monitored, and scored locally using state adopted rubrics.

Students following the Occupational Course of Study are required to meet rigorous exit standards as outlined in State Board of Education policy HSP-N-004 (16 NCAC 6D.0503).

SBE Policy

HSP-N-000
HSP-N-004 (16 NCAC 6D.0503)

HSP-N-000 1. Effective with the class of 2001, all students must demonstrate computer proficiency as a prerequisite for high school graduation.

Effective with the class entering ninth grade for the first time in the 2006-2007 school year, students who are following the career preparation, college technical preparation, or college/university preparation course of study shall meet the following standards for proficiency:

(A.) score at Achievement Level III or above on the end-of-course assessment (i.e. standard administrations with or without accommodations or the designated alternate assessments) for English I, Algebra I, U.S. History, Biology, and Civics and Economics; and

(B.) successfully complete a Graduation Project that is developed, monitored, and scored within the LEA using state-adopted rubrics; and

(C.) pass the North Carolina Online Test of Computer Skills (i.e. standard administration with or without accommodations or its designated alternate assessment).

Overview of High School Exit Standards

Students following the Occupational Course of Study are required to meet rigorous exit standards as outlined in State Board of Education policy HSP-N-004 (16 NCAC 6D.0503).

HSP-N-004 (16 NCAC 6D.0503)

(2) Effective with the class entering ninth grade for the first time in the 2006-2007 school year, students who are following the career preparation, college technical preparation, or college/university preparation courses of study shall meet the following exit standards:

(A) successfully complete a Graduation Project that is developed, monitored, and scored within the LEA using state-adopted rubrics; and

(B) score at proficiency level III or above on the end-of-course assessment for English I, U.S. History, Biology, Civics and Economics, and Algebra I. A student who does not score at proficiency level III or above on the end-of-course assessment for any of these courses but who passes the course shall be offered the opportunity to retake the assessment no later than three weeks from the receipt of assessment results. If the student does not score at or above proficiency level III on the retest, school officials shall apply the review process described in Rule .0504 of this Section to provide focused intervention, a second retest opportunity, and a review of the student's documentation to determine whether the student has met the exit standard for the course. The principal shall make the final decision as to whether the student has met the exit standard.

End-of-Course Assessment Requirements

Graduation Project Requirements

Students entering the ninth grade for the first time in 2006-2007 and beyond are required to successfully complete a Graduation Project. The Graduation Project components must be developed, monitored, and scored locally using state adopted rubrics. Requirements of the Graduation Project include a research paper written on an approved topic of the student's choice, a product related to the paper that requires significant hours of work, a portfolio that reflects the Graduation Project process, and a presentation to a panel of community and school staff. For additional information refer to Chapter Three: Graduation Project.

SBE Policy

HSP-N-003 (16 NCAC 6D .0502)

HSP-N-004 (16 NCAC 6D .0503)

HSP-N-008 (16NCAC 6D. 0507)

HSP-N-007 (16 NCAC 6D .0506)

HSP-N-003 (16 NCAC 6D .0502)

.0502 (d) Gateway 4 – Grade 12. Students shall meet state graduation requirements as defined in Rule .0503 of this Section and local school board requirements to receive a North Carolina high school diploma.

HSP-N-004 (16 NCAC 6D .0503)

.0503 (a) In order to graduate and receive a high school diploma, public school students shall meet the requirements of paragraph **(e)** of this Rule.
.0503 (e) (2) Effective with the class entering ninth grade for the first time in the 2006-2007 school year, students who are following the career preparation, college technical preparation, or college/university preparation courses of study shall meet the following exit standards: **(A)** successfully complete a Graduation Project that is developed, monitored, and scored within the LEA using state-adopted rubrics.

HSP-N-008 (16NCAC 6D. 0507)

.0507 (2) Gateway 4, High School Graduation Requirements. Limited English proficient students shall meet the same standards as all students for high school graduation.

HSP-N-007 (16 NCAC 6D .0506)

.0506 (a) Unless exempted pursuant to paragraph (b) of this Rule, all students with disabilities shall participate in the statewide student accountability promotion standards for elementary, middle, and high school levels.

End-of-Course Assessment Requirements

EOC Assessments

As part of the High School Exit Standards students will be required to perform at Achievement Level III (with one standard error of measurement) or above on the five End-of-Course (EOC) assessments of Algebra I, Biology, English I, Civics & Economics, and U.S. History.

Purpose

The EOC assessments are used to sample a student's knowledge of subject-related concepts as specified in the North Carolina *Standard Course of Study* and to provide a global estimate of the student's mastery of the material in a particular content area.

Based on the 1984 and 1989 legislation, North Carolina End-of-Course assessments were developed for two purposes:

- To provide accurate measurement of individual student knowledge and skills specified in the North Carolina *Standard Course of Study,* and
- To provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability.

The LEA shall include each student's end-of-course assessment result in the student's permanent records and high school transcript. LEAs shall use results from all operational end-of-course assessments as at least twenty-five percent (25%) of the student's final grade for each respective course.

Description of EOC Assessments

End-of-course assessments measure higher level skills within the context of specific subject-area content. When properly administered and interpreted, these assessment results provide an independent, uniform source of reliable and valid information, which enables:

- Students to know the extent to which they have mastered expected knowledge and skills and how they compare to others;
- Parents to know if their children are acquiring the knowledge and skills needed to succeed in a highly competitive job market;
- Teachers to know if their students have mastered content knowledge and skills in the curriculum and, if not, what weaknesses need to be addressed;
- Community leaders and lawmakers to know if students in North Carolina schools are improving their performance over time and how the students compare with students around the state; and
- Citizens to objectively assess their return on investment in the public schools.

End-of-Course Assessment Requirements

Sample Questions   Sample items (pdf format) that correspond with each goal and interactive web sample items may be obtained from NCDPI Accountability Services Division Web site using the following URL: www.ncpublicschools.org/accountability/

Resources   Assessment briefs are available using the following URL: www.ncpublicschools.org/accountability/. They include a variety of information including administration time and number of test items.

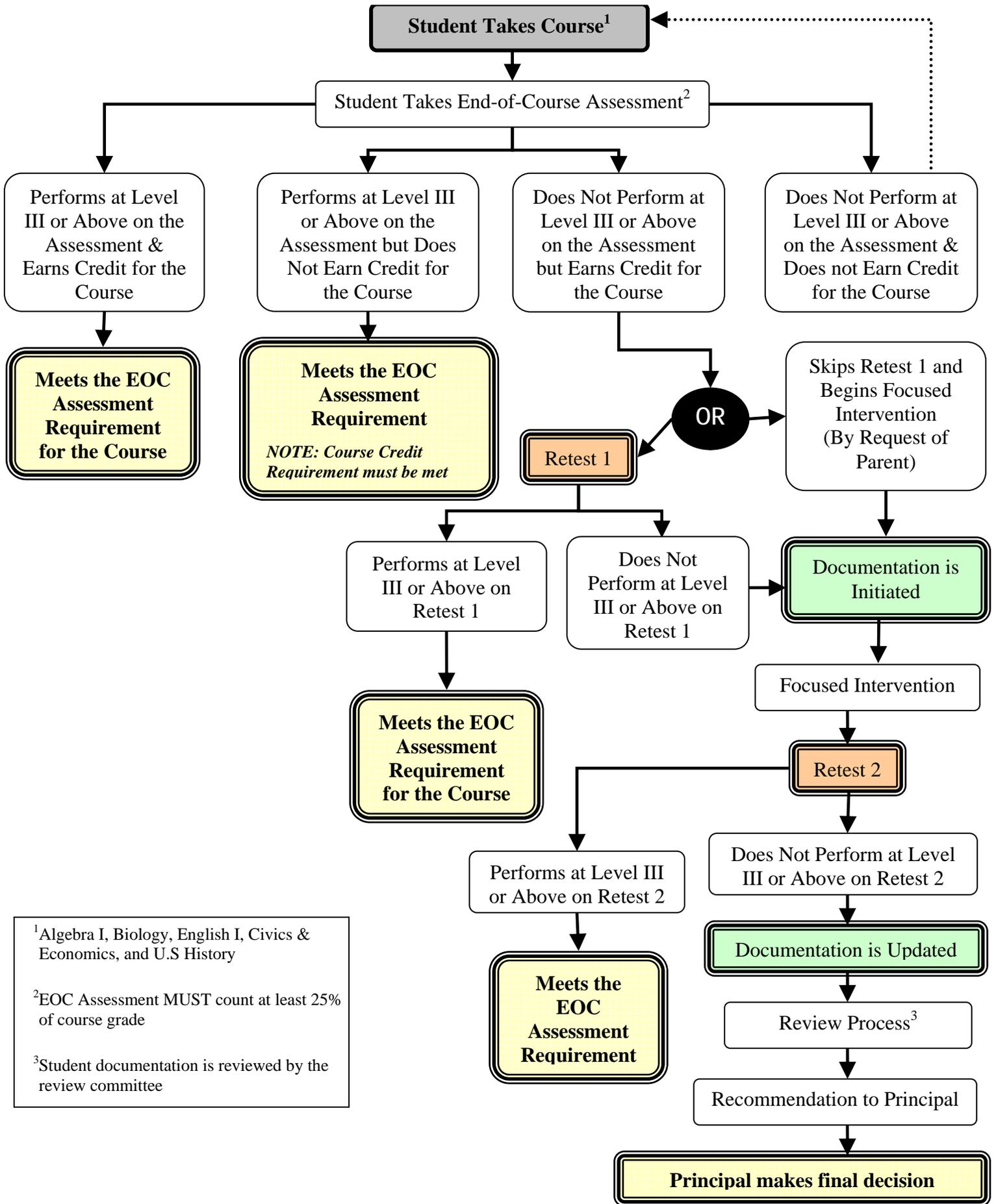# EOC Retesting, Focused Intervention and Review Process

EOC Assessments Retesting, Focused Intervention, and Review Process

Students are given a maximum of two retest opportunities. The second retest opportunity must be preceded by focused intervention/remediation.

As outlined in State Board of Education Policy HSP-N-000, the retesting and focused intervention/remediation process consists of the following steps:

- If a student passes the course and scores below Achievement Level III on an end-of-course test (i.e., standard administration with or without accommodations) the student shall be given a retest no later than three weeks from the receipt of test results. Parents may request that their child be excused from the retest. In this case, the parents and child shall be deemed to have accepted participation in focused intervention.
- Any student who does not score Achievement Level III or above on the first retest, and any student who is excused from the first retest (i.e. alternate assessment participant, parent refuses retest) must have documentation (e.g., a portfolio) of the student's performance in the EOC course placed on file and the student must receive focused intervention /remediation.
- Following intervention/remediation, the second retest/evaluation occurs.
- If the student does not score Achievement Level III or above on the second retest/evaluation, documentation (e.g., portfolio of the student's performance in the EOC course) is updated.
- The student's documentation (e.g., a portfolio) is reviewed by a review committee to determine if the exit standard for that course has been met. The review committee should consist of teachers, principals and central office staff members from the district. An exceptional children's (EC) teacher must be present if the student has exceptional needs. An English as Second Language (ESL) teacher must be present if the student is identified as LEP. The review committee has the option of recommending that the student (1) retake the course, (2) be provided additional remediation, or (3) based on the documentation, has met the requirements for the exit standard associated with the course.
- The principal reviews the recommendation by the committee and makes the final decision regarding the student's meeting the exit standard for the course.

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Navigating the EOC Assessment Requirements

Student Takes Course[1]

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Student Takes End-of-Course Assessment[2]

Performs at Level III or Above on the Assessment & Earns Credit for the Course

↓

Meets the EOC Assessment Requirement for the Course

Performs at Level III or Above on the Assessment but Does Not Earn Credit for the Course

↓

Meets the EOC Assessment Requirement

NOTE: Course Credit Requirement must be met

Does Not Perform at Level III or Above on the Assessment but Earns Credit for the Course

OR

Retest 1

Does Not Perform at Level III or Above on the Assessment & Does not Earn Credit for the Course

Skips Retest 1 and Begins Focused Intervention (By Request of Parent)

↓

Performs at Level III or Above on Retest 1

Does Not Perform at Level III or Above on Retest 1

→ Documentation is Initiated

↓

Meets the EOC Assessment Requirement for the Course

Focused Intervention

↓

Retest 2

Performs at Level III or Above on Retest 2

Does Not Perform at Level III or Above on Retest 2

↓

Meets the EOC Assessment Requirement

Documentation is Updated

↓

Review Process[3]

↓

Recommendation to Principal

↓

Principal makes final decision

[1]Algebra I, Biology, English I, Civics & Economics, and U.S History

[2]EOC Assessment MUST count at least 25% of course grade

[3]Student documentation is reviewed by the review committee

EOC Retesting, Focused Intervention and Review Process

Review Committee

The LEA shall appoint a committee to review student documentation. This committee shall be composed of teachers, principals and central office staff. The review committee shall make recommendations to the student's principal about whether the student has demonstrated proficiency as defined in the performance level descriptors for Achievement Level III of the course. Members of the review committee must be trained. The LEA may wish to select and train a pool of educators to serve on the review committee.

A process to notify parents/guardians of the date, time, and location of the appeals committee meeting should be established. This should include asking the parents/guardians if they plan to speak on behalf of the student. If parents/guardians are non-English speaking, efforts must be made to provide the information in the language they speak.

The review committee's recommendation shall be based on documentation presented by teachers on behalf of the student. Special education personnel shall be on the committee if a student with a disability is being considered for promotion. An English as a Second Language (ESL) teacher shall be on the committee if a student identified as limited English proficient (LEP) is being considered for a promotion. Parents/guardians of any student being presented for review shall have the right to be a non-voting participant, and further shall have the right to speak on behalf of their child.

The review committee will make a recommendation to the school principal. The final decision rests with the principal.

Keeping Documentation

Documentation of the student's performance in the course and during focused intervention must be kept on file at the student's home school. Documentation may include: (a) student work samples, (b) other test data, (c) information supplied by parents, (d) for students with disabilities, information that is included in the individualized education program (IEP), and (e) other information that verifies that a student is at grade level. This documentation must be reviewed during the review process to determine what level of proficiency the student has demonstrated.

Provide all needed accommodations

Eligible students identified as limited English proficient (LEP) and students with disabilities must be provided testing accommodations as specified in their appropriate LEP documentation, Individualized

EOC Retesting, Focused Intervention and Review Process

Develop PEPs
Education Programs (IEP), or Section 504 Plans. Please refer to chapter four, "LEP Considerations", and chapter five, "EC Considerations" for more information on testing accommodations. According to State Board of Education policy HSP-N-006 (16 NCAC 6D. 0505), school districts shall develop personal education plans (PEPs) for all students who do not meet the statewide accountability standards. PEPs shall have the following components: diagnostic evaluation, intervention strategies, and monitoring strategies. Use a team approach to develop PEPs for individual students. Be sure parents and students are involved in planning, implementation and monitoring of PEPs. Further information with a link to a printable brochure on PEPs may be found by using the following URL:
http://www.ncpublicschools.org/student_promotion/pep.html
Also note the summary on PEPs found in Appendix A.

Provide Focused Intervention
According to State Board of Education policy HSP-N-006 (16 NCAC 6D. 0505), school districts shall provide focused intervention to all students who do not meet the statewide accountability standards. This intervention shall involve extended instructional opportunities that are different and supplemental and are specifically designed to improve these students' performance to proficiency. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, summer school instruction, or retention.

Provide Tutoring
Provide tutoring for students. Schedule regular tutoring opportunities over a range of days and times to accommodate all students, before school, after school, extended lunch periods and Saturdays.

Make acceleration a focus of tutoring sessions instead of only remediation. That is, students should be introduced to concepts with concrete examples and experiences ahead of the regular class session so that they are more confident and prepared to participate in class discussion.

Peer and college tutors can be valuable providers of tutoring services.

Emphasize Attendance
Excessive absences are often a problem for low-scoring students. Implement a strong attendance policy focused on early intervention

when students begin to miss school. Create a structured system for makeup work when students are absent. For example, class notes and homework assignments should be available to students and parents on-line. A make-up center staffed by teachers should be regularly scheduled so that students can get assistance and make up missed tests or quizzes.
http://www.principalspartnership.com/feature204.html

Intervention/ Remediation Resources

Local System Share Interventions- School systems around the state are working diligently to ensure that students can be identified when they have problems and appropriate intervention strategies are implemented. Local System Share Interventions is a listing of strategies that have been effective for specific school districts. It is available using the following URL:
http://www.ncpublicschools.org/student_promotion/localstrategies.

The Student Accountability Standards Handbook- The handbook is an additional resource that contains intervention strategies for high school, 9-12. It includes the following components: organization of the school day, planning, differentiated instruction, school climate and discipline strategies and parent involvement strategies. Review the Student Accountability Standards Handbook by using the following URL:
http://www.ncpublics.org/student_promotion/sas_guide/912toc.html.

Intervention/Remediation Policy

Intervention / Remediation

School districts must provide focused intervention for all students who do not meet statewide student accountability standards. Focused intervention shall mean help or assistance for students in attaining competency goals and objectives. The focused intervention shall be based on a diagnosis of what the student knows and is able to do. Such intervention shall involve extended instructional opportunities which are different and supplemental and which are specifically designed to improve these students' performance to grade level proficiency.

SBE Policy

HSP-N-002 (16 NCAC 6D .0501)

HSP-N-000

HSP-N-006 (16 NCAC 6D .0505)

HSP-N-005 (16 NCAC 6D .0504)

HSP-N-008 (16 NCAC 6D .0507)

HSP-N-007 (16 NCAC 6D .0506)

HSP-N-002 (16 NCAC 6D .0501)

.0501 (2) "focused intervention" shall mean help for students in attaining competency goals and objectives. The help or assistance shall be based on a diagnosis of what the student knows and is able to do. The strategies for helping the student shall be based on the diagnosis of the student's work.

HSP-N-000

2. Remediation/Intervention. School districts shall provide focused intervention to all students not demonstrating grade-level proficiency. Such intervention shall involve extended instructional opportunities which are different and supplemental and which are specifically designed to improve these students' performance to grade level proficiency.

Strategies may include but are not limited to alternative learning models, special homework, smaller classes, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, summer school instruction, or retention.

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Intervention/Remediation Policy

HSP-N-006
(16 NCAC 6D
.0505)

.0505 (c) School systems shall provide focused intervention to all students who do not meet statewide student accountability standards. This intervention shall involve extended instructional opportunities that are different and supplemental and that are specifically designed to improve these students' performance to grade level proficiency.

HSP-N-005
(16 NCAC 6D
.0504)

.0504 (3) Students who are not promoted after the second or third administration of the test shall be given focused intervention for a time period that is instructionally sound. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, summer school instruction, or retention.

HSP-N-008
(16 NCAC 6D
.0507)

.0507 (3) School districts shall provide focused intervention for these students (i.e., students with limited English proficiency) 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.

HSP-N-007
(16 NCAC 6D
.0506)

.0506 (c) All interventions/remediation and other opportunities, benefits and resources that are made available to students without disabilities shall be made available to students with disabilities who participate in the student promotion standards. All services offered shall be in addition to the special education services provided to the student.

STATE GRADUATION REQUIREMENTS CHECKLIST
For College/University Preparation Course of Study Students
Entering the Ninth Grade for the First Time in the 2006-07 School Year and Beyond

Effective with the class entering ninth grade for the first time in the 2006-2007 school year, students who are following the career preparation, college technical preparation, or college/university preparation courses of study shall meet new exit standards in addition to all other state and local graduation requirements. The new exit standards are as follows: (A) score at proficiency level III or above on the end-of-course assessment for English I, U.S. History, Biology, Civics and Economics, and Algebra I; and (B) successfully complete a Graduation Project that is developed, monitored, and scored within the LEA using state-adopted rubrics.

This checklist provides a quick reference of all the state graduation requirements for the college/university preparation course of study. For more specific information regarding graduation requirements refer to SBE Policy HSP-N-004 (16 NCAC 6D .0503).

COLLEGE/UNIVERSITY PREPARATION COURSE OF STUDY

Course Credit Requirements
(See back for specific courses)

☐ 4 English Language Arts Credits

☐ 4 Mathematics Credits

☐ 3 Science Credits

☐ 3 Social Studies Credits

☐ 1 Health/Physical Education Credit

☐ 2 Second Language Credits or
    Demonstration of proficiency in a language other
    than English as determined by the LEA

☐ 3 Elective Credits

EOC Assessment Requirements[1]

☐ Level III or IV on English I EOC

☐ Level III or IV on Algebra I EOC

☐ Level III or IV on Biology EOC

☐ Level III or IV on Civics & Economics EOC

☐ Level III or IV on U.S. History EOC

Graduation Project Requirements

☐ Paper

☐ Product

☐ Portfolio

☐ Presentation

Computer Skills Proficiency Requirement

☐ Passing Online Computer Skill Test

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[1] Standard administration with or without accommodations or its alternate assessment. Students who perform at or above Level III (with 1 standard error of measurement) have met the EOC assessment requirement.

Specific Course Requirements
COLLEGE/UNIVERSITY PREPARATION COURSE OF STUDY

Content Area	COLLEGE/ UNIVERSITY PREP Course of Study (UNC 4-yr college) Requirements
English	**4 Credits** I, II, III, IV
Mathematics	**4 Credits** (4th credit effective for first time ninth graders in 2002-2003) Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III
Science	**3 Credits** A Physical Science course, Biology, Earth/ Environmental Science (see page 11-12 of the 2004 *North Carolina Standard Course of Study* for information on science courses meeting the graduation requirements).
Social Studies	**3 Credits** Civics and Economics, US History, World History** (2 courses to meet UNC minimum admission requirements- US History & 1 elective)
Second Language	**2 Credits** in the same language
Computer Skills	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)
Health and Physical Education	**1 Credit** Health/ Physical Education
Career Technical	Not required
JROTC	
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	Recommend at least one credit in an arts discipline and/or requirement by local decision
Electives or other requirements*	**3 Elective Credits** and other credits designated by LEA
Total	20 Credits plus any local requirements

*Examples of electives include JROTC and other courses that are of interest to the student.

**Effective with ninth graders of 2003-2004, World History must be taken to meet the requirements of World Studies.

STATE GRADUATION REQUIREMENTS CHECKLIST
For College Technical Preparation Course of Study Students
Entering the Ninth Grade for the First Time in the 2006-07 School Year and Beyond

Effective with the class entering ninth grade for the first time in the 2006-2007 school year, students who are following the career preparation, college technical preparation, or college/university preparation courses of study shall meet new exit standards in addition to all other state and local graduation requirements. The new exit standards are as follows: (A) score at proficiency level III or above on the end-of-course assessment for English I, U.S. History, Biology, Civics and Economics, and Algebra I; and (B) successfully complete a Graduation Project that is developed, monitored, and scored within the LEA using state-adopted rubrics.

This checklist provides a quick reference of all the state graduation requirements for the college technical preparation course of study. For more specific information regarding graduation requirements refer to SBE Policy HSP-N-004 (16 NCAC 6D .0503).

COLLEGE TECHNICAL PREPARATION COURSE OF STUDY

Course Credit Requirements
(See back for specific courses)

- ☐ 4 English Language Arts Credits
- ☐ 3 Mathematics Credits
- ☐ 3 Science Credits
- ☐ 3 Social Studies Credits
- ☐ 1 Health/Physical Education Credit
- ☐ 4 Career/Technical Education Credits
- ☐ 2 Elective Credits

EOC Assessment Requirements[2]

- ☐ Level III or IV on English I EOC
- ☐ Level III or IV on Algebra I EOC
- ☐ Level III or IV on Biology EOC
- ☐ Level III or IV on Civics & Economics EOC
- ☐ Level III or IV on U.S. History EOC

Graduation Project Requirements

- ☐ Paper
- ☐ Product
- ☐ Portfolio
- ☐ Presentation

Computer Skills Proficiency Requirement

- ☐ Level III or above on Online Computer Skills

[2] Standard administration with or without accommodations or its alternate assessment. Students who perform at or above Level III (with 1 standard error of measurement) have met the EOC assessment requirement.

Specific Course Requirements
COLLEGE TECHNICAL PREPARATION COURSE OF STUDY

Content Area	COLLEGE TECH PREP* Course of Study Requirements
English	**4 Credits** I, II, III, IV
Mathematics	**3 Credits*** Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I&II, OR Integrated Mathematics I, II, & III
Science	**3 Credits** A Physical Science course, Biology, Earth/ Environmental Science (see page 11-12 of the 2004 *North Carolina Standard Course of Study* for information on science courses meeting the graduation requirements).
Social Studies	**3 Credits** Civics and Economics, US History, World History***
Second Language	Not required*
Computer Skills	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)
Health and Physical Education	**1 Credit** Health/ Physical Education
Career Technical	**4 Credits** Select courses appropriate for career pathway to include a second level (advanced) course
JROTC	
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	Recommend at least one credit in an arts discipline and/or requirement by local decision
Electives or other requirements**	**2 Elective Credits** and other credits designated by LEA
Total	20 Credits plus any local requirements

*A student pursuing a College Tech Prep course of study may meet the requirements of a College/University course of study by completing 2 credits in the same second language and one additional unit in mathematics.

**Examples of electives include JROTC and other courses that are of interest to the student.

***Effective with ninth graders of 2003-2004, World History must be taken to meet the requirements of World Studies.

STATE GRADUATION REQUIREMENTS CHECKLIST
For Career Preparation Course of Study Students
Entering the Ninth Grade for the First Time in the 2006-07 School Year and Beyond

Effective with the class entering ninth grade for the first time in the 2006-2007 school year, students who are following the career preparation, college technical preparation, or college/university preparation courses of study shall meet new exit standards in addition to all other state and local graduation requirements. The new exit standards are as follows: (A) score at proficiency level III or above on the end-of-course assessment for English I, U.S. History, Biology, Civics and Economics, and Algebra I; and (B) successfully complete a Graduation Project that is developed, monitored, and scored within the LEA using state-adopted rubrics.

This checklist provides a quick reference of all the state graduation requirements for the career preparation course of study. For more specific information regarding graduation requirements refer to SBE Policy HSP-N-004 (16 NCAC 6D .0503).

CAREER PREPARATION COURSE OF STUDY

Course Credit Requirements
(See back for specific courses)

- ☐ 4 English Language Arts Credits
- ☐ 3 Mathematics Credits
- ☐ 3 Science Credits
- ☐ 3 Social Studies Credits
- ☐ 1 Health/Physical Education Credit
- ☐ 4 Career/Technical Education Credits
- ☐ 2 Elective Credits

EOC Assessment Requirements[3]

- ☐ Level III or IV on English I EOC
- ☐ Level III or IV on Algebra I EOC
- ☐ Level III or IV on Biology EOC
- ☐ Level III or IV on Civics & Economics EOC
- ☐ Level III or IV on U.S. History EOC

Graduation Project Requirements

- ☐ Paper
- ☐ Product
- ☐ Portfolio
- ☐ Presentation

Computer Skills Proficiency Requirement

- ☐ Level III or above on Online Computer Skills

[3] Standard administration with or without accommodations or its alternate assessment. Students who perform at or above Level III (with 1 standard error of measurement) have met the EOC assessment requirement.

Specific Course Requirements
CAREER PREPARATION COURSE OF STUDY

Content Area	CAREER PREP Course of Study Requirements
English	**4 Credits** I, II, III, IV
Mathematics	**3 Credits** Including Algebra I (This requirement can be met with Integrated Math I & II when accompanied with the Algebra I EOC)
Science	**3 Credits** A Physical Science course, Biology, Earth/ Environmental Science (see page 11-12 of the 2004 *North Carolina Standard Course of Study* for information on science courses meeting the graduation requirements).
Social Studies	**3 Credits** Civics and Economics, US History, World History**
Second Language	Not required
Computer Skills	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)
Health and Physical Education	**1 Credit** Health/ Physical Education
Career Technical	**4 Credits in Career/ Technical** Select courses appropriate for career pathway to include a second level (advanced) course; **OR**
JROTC	**4 Credits in JROTC; OR**
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	**4 Credits in an Arts Discipline** Select courses appropriate for an arts education pathway to include an advanced course
	Recommend at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)
Electives or other requirements*	**2 Elective Credits** and other credits designated by LEA
Total	20 Credits plus any local requirements

*Examples of electives include JROTC and other courses that are of interest to the student.

**Effective with ninth graders of 2003-2004, World History must be taken to meet the requirements of World Studies.

Frequently Asked Questions- Testing, Intervention, Review

Is passing the Writing assessment at grade 10 required for graduation?

Although the writing assessment is an integral part of our testing program and students' academic development, it is not part of the exit standards.

What score on the EOC assessment is considered passing to meet the exit standards?

Students are required to perform at Achievement Level III (with one standard error of measurement) or above on each of the five end-of-course (EOC) assessments Algebra I, Biology, English I, Civics & Economics, and U.S. History.

How many retesting opportunities are available?

Students are granted two retest opportunities prior to going before a review committee.

What is the minimum/maximum time between retesting?

If a student scores below Achievement Level III on an end-of-course test (i.e. standard administration with or without accommodations), the student shall be given the first retest no later than three weeks from the receipt of test results. If a student fails to meet the standard on the retest, the student must be provided focused intervention.   At the end of the focused intervention, the student is given the second retest.

How many hours of remediation are required before the second retest?

According to State Board of Education policy HSP-N-000, schools shall provide focused intervention to all students not demonstrating standards of proficiency. Such intervention shall involve extended instructional opportunities which are different from and supplemental to regular grade level or high school course work and which are specifically designed to improve the students' performance to Achievement Level III. A description of what students who are performing at Achievement Level III should be able to do can be found at   NCDPI Accountability Services Web site http://www.dpi.state.nc.us/accountability/ . The remediation process should continue until the students' performance is consistent with the descriptor for Achievement Level III.

Frequently Asked Questions- Testing, Intervention, Review

Why does the EOC assessment requirement include two social studies assessments?

The assessment requirements are made up of the five courses that all students following the career preparation, college technical preparation or college/university preparation course of study must take and receive credit for prior to graduation.

Are students with a learning disability in mathematics required to pass the Algebra I EOC assessment?

Students with a learning disability in mathematics will be waived from the Algebra I EOC assessment standard requirement. They will be required to meet the EOC assessment standard for the four remaining courses.

If one of the courses with an EOC assessment requirement was taken prior to entering the ninth grade, does the student have to pass the EOC assessment to meet the exit standards?

Starting with the 2006-07 school year, all middle school students enrolled in courses for which end-of-course assessments are available for meeting the high school exit standards will have to perform at or above Achievement Level III (with one standard error of measurement).

If a student transfers into a North Carolina public school and has already taken a course with an EOC assessment requirement, is the student required to take the EOC assessment associated with that course?

If a student transfers into a North Carolina public school and has already taken a course with an EOC assessment required, the principal decides whether to award credit for the course and whether or not to award credit for meeting the exit standards related to that course.

What if a student does not perform at Achievement Level III (with one standard error of measurement) on the EOC assessment?

The student does not meet the exit standard for the course. The student must be provided retesting opportunities and receive any necessary remediation.

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Frequently Asked Questions- Testing, Intervention, Review

Who is responsible for keeping the documentation related to the course when a student fails the EOC assessment?

The school principal designates the person who is to maintain the records.
All of the students' documentation is to be maintained.

What is the review process?

The review process entails a committee of teachers, principals, and central office staff members from the county reviewing the student's documentation (e.g., a portfolio). The committee makes one of the following three recommendations 1) the student retakes the course, 2) the student is provided additional remediation, or 3) based on the documentation, the student meets the requirements for the exit standards associated with the course.

What are the alternatives to meeting the standard?

The North Carolina Checklist of Academic Standards (NCCLAS) is the alternate assessment that is available for the end-of-course tests for students identified as limited English proficient (LEP) and students with disabilities. There are specific eligibility criteria that a student must meet in order to participate in the alternate assessment. Information on NCCLAS may be found in the LEP Considerations and the EC Considerations sections of this guide.

Is there an appeal process for students with disabilities?

Students with disabilities are required to meet the same exit standards as their non-disabled peers in order to graduate with a diploma. If a student has failed to meet the EOC standard for a course after two retests, a review committee is convened. For students with disabilities, an EC teacher must be part of the review committee.

What is meant by "one standard error of measurement?"

In order to meet the new high school exit standards, students must demonstrate proficiency by performing at Level III (with one standard error of measurement) or above on five end-of-course assessments. Because all tests have some degree of measurement error, one SEM is incorporated in the computing of the EOC score to accommodate for the inherent error. Students who perform at Level III with one SEM or above on the EOC assessment will successfully meet the high school exit standard for the course.

CHAPTER THREE- GRADUATION PROJECT

Graduation Project

Introduction   The Graduation Project is an integral part of North Carolina's high school exit standards and is patterned after the culminating project recommended by the Standards and Accountability Commission and the Senior Project® program owned by the University of North Carolina at Greensboro.   It is a performance-based exit assessment that provides students with a vehicle to demonstrate what they know and are able to do as they prepare to graduate from high school. In order to be successful, the student must master Graduation Project skills before the student's final high school year. Though the project culminates in the graduation year, seniors should be prepared with specific skill activities beginning in their ninth grade year, or earlier. The following table identifies some of the skills taught by the Graduation Project's four major components: research paper; a related project or product; a portfolio that traces the development of the project and serves as a summary and reflection of the student's experience; and a presentation to a panel of school staff and/or community members. The Graduation Project provides an opportunity to demonstrate mastery of specific skills that can be found in the *North Carolina Standard Course of Study* objectives throughout the high school curriculum as well as the Six Key Elements of 21st Century Learning.

Specific Skills   A 2002 Senior Project® survey (*North Carolina Senior Project® Survey Results*) coupled with a 2002 research study (*A Study of Senior Project® Programs Selected in North Carolina High Schools*) conducted by SERVE, a regional education lab affiliated with the University of North Carolina at Greensboro, identified the following skills taught by the Graduation Project Program*:

Computer Knowledge
Using word-processing and database programs
Developing visual aides for presentations
Using a computer for communication
Learning new software programs

Employability Skills
Assuming responsibility for own learning
Persisting until job is completed
Working independently
Developing career interests/goals
Responding to criticism or questions

 *   Egleson, P.E., Robertson, C.G., & Smith, S.A. (2002). *North Carolina senior project survey results*. Greensboro, NC: SERVE.

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Graduation Project

Information-retrieval skills
Searching for information via the computer
Searching for print information
Searching for information using community members

Language Skills—Reading
Following written directions
Identifying cause and effect relationships
Summarizing main points after reading
Locating and choosing appropriate reference materials
Reading for personal learning

Language Skills—Writing
Using language accurately
Organizing and relating ideas when writing
Proofing and editing
Synthesizing information from several sources
Documenting sources
Developing an outline
Writing to persuade or justify a position
Creating memos, letters, and other forms of correspondence

Teamwork
Taking initiative
Working on a team

Thinking/problem-solving skills
Identifying key problems or questions
Evaluating results
Developing strategies to address problems
Developing an action plan or timeline

Just as the skills that encompass the Graduation Project are found throughout the *North Carolina Standard Course of Study*—the requirements of the Graduation Project may be fulfilled in several different courses or as a stand-alone course. Within this chapter there is specific information on the following: Advanced Studies in Career-Technical Education; Service Learning in Social Studies; and International Baccalaureate English. This is not an exhaustive list, but is intended to provide a springboard for schools to offer students a variety of course directions and options. Although the English teacher will play a role in Graduation Project, the English teacher should not be expected to be the only teacher involved in the implementation of the Graduation Project. It must be a school-based

initiative involving in some capacity the majority of on-site staff and, preferably, central office staff as well. Staff involvement and awareness of exit standards are required to effectively impact student learning. School personnel should understand not only what the senior knows but also what he/she is able to do in a performance-based, student-driven arena.

Also within this chapter are references to specific school-based groups involving members of school and district level staff. These groups are suggested, **NOT** mandated, to provide program design, guidance, and support in implementing the Graduation Project program. A glossary with explanation of terms follows this chapter.

Guidelines for Graduation Project

Modeled after the Senior Project®, North Carolina's Graduation Project consists of a written research report, a major product, a portfolio and an oral presentation. School guidelines dictate how each of the four components is graded based upon state endorsed rubrics. The four components include the following:

Research Paper—This paper requires students to develop and demonstrate proficiency in conducting research and writing proficiently about a chosen in-depth topic. A Graduation Project Steering Committee at the school sets parameters to guide the length, format, sources, writing style and other characteristics related to acceptable topic selection, research practices, and writing styles.
Portfolio—A folder containing reflective writings or logs and other forms of student documents demonstrating his or her process and progress. The journal will be monitored by the project advisor, course teacher who will assign the grade, and/or mentor on a regular basis**.**
Product—A tangible product related to the student's field of study and/or research topic is selected, designed, and developed by the graduating senior. The product can be a service that would benefit the school or community. The product should challenge the student, allow him or her to show applications of learning, and reflect that the student has spent substantial time completing it. A Graduation Project adviser and/or a school-based committee will approve the initial plans guiding product approval and guidelines. Each student will document his or her progress in a journal or log that will be monitored regularly (see portfolio).
Oral Presentation—A formal student oral presentation encapsulating the entire process from the topic selection to project completion and self growth will be given before a review

Graduation Project

panel of judges composed of staff and community members. The formal presentation is followed by judges' impromptu questions.

Student Responsibilities

- Follows school adopted procedures for Graduation Project.
- Identifies a topic and follow the school process for the approval of the topic.
- Provides documented parental approval of the senior's selected topic of research, product, and mentor.
- Meet the school's timelines for completion of each of the four components and related processes - research paper, product, oral presentation, and portfolio.
- Adheres to state and school requirements guiding each component.
- Demonstrates competent/proficient skills in the completion of each component.
- Demonstrates adherence to the locally developed ethical standards required when conducting research, producing a product, completing related documentation and/or validating processes.

Graduation Project Advisor Responsibilities

- Approves student's topic in coordination with other teachers.
- Guides student's activities for four components including: review of paper drafts, preparation for oral presentation, periodic review of portfolio and product.
- Provides information to the teacher who will be awarding the grades based on statewide approved rubrics for each component.
- Collects all documentation associated with a student's gradation project.
- Schedules Graduation Project review committee for each student.

Graduation Project Review Panel's Responsibilities

- Composed of faculty, staff, and community.
- Reviews the student's portfolio prior to the oral presentation.
- Uses established criteria and rubrics in evaluating the oral presentation.
- Selects a facilitator to return all presentation evaluation forms to the Graduation Project advisor.

Graduation Project

School-wide Responsibilities

- Identifies a Graduation Project Coordinator.
- It is <u>recommended</u> that the school-wide responsibilities include identifying a Steering Committee, an Advisory Board, Graduation Project Advisors, and a school-level Community Coordinator. See for example, SERVE "Characteristics of NC Schools Implementing Senior Project" (2003) for additional data on schools implementing four project components.
- A collection of state-endorsed rubrics for each component of the Graduation Project will be included in the Graduation Project Implementation Guide that will be distributed to schools in Fall 2006.

For several years, the North Carolina State Board of Education has sponsored a recognition ceremony for noteworthy Senior Project® schools, coordinators and student projects of merit. This process will continue honoring and recognizing excellence within the North Carolina Graduation Project. A list of Graduation Project coordinators who have attended planning meetings in preparation for this document are included in Appendix B.

A detailed "how-to" guide providing specific strategies for implementing the Graduation Project has also been developed. This guide will include suggested rubrics for each of the four components. This guide will be ready for distribution in October, 2006.

Graduation Project

CTE: Advanced Studies, Work-Based Learning and CTSos

Strategies: Career and Technical Advanced Studies, Work-Based Learning and CTSOs

A student may choose to use one of several alternatives in Career and Technical Education to meet and complete the Graduation Project requirements.   The student may choose from one of the following:

- Career and Technical Education Advanced Studies
- Career and Technical Education Internships
- Career and Technical Education Apprenticeships
- Career and Technical Education Cooperative Education
- Career and Technical Education Student Organizations' Competitive Events, Service Project or Leadership Activity.

a. Career and Technical Education Advanced Studies:

Career and Technical Education Advanced Studies is a culminating one credit course for students who have completed three technical credits within a program area. The course has the same four requirements as the Graduation Project.

Career and Technical Education Advanced Studies is one of the course options supporting the Graduation Project. If students chose to follow this course for their final Graduation Project, they will select the faculty member and work through all steps in the Graduation Project Implementation Guide. A CTE Advanced Studies Course implementation guide may be located on the following link: http://www.ncpublicschools.org/

b. Career and Technical Education Work-Based Learning Opportunities

A student may choose a Graduation Project topic which will enhance their apprenticeship, internship, or cooperative education work-based experience. These are Career and Technical Education work experiences where the student learns or is mentored on the job; the student participates in a work experience course. The work-based experiences may be either paid or unpaid work experiences.

Guidelines for work – based learning opportunities may be found on:

http://www.ncpublicschools.org/
http://www.ncpublicschools.org/
http://www.nclabor.com/

c. Career and Technical Education Student Organization (CTSO) Opportunities:

Each of the seven CTE programs is supported by a Career and Technical Student Organization.

CTSOs provide a unique instructional method for attaining the competency goals and objectives identified in each course. Their activities are considered a part of the instructional day by being directly related to the competencies and objectives in the course blueprints.

Students may expand a service project or leadership activity or competition event to be a Graduation Project within any CTSO. A handbook outlining the specifics for each student's competitive event may be ordered from the national website for each CTSO.

Service Learning

Service Learning

Service Learning as a Graduation Project

What is Service-Learning?

Service-Learning as a Graduation Project combines service to the community -- local, state, national or international -- with student learning in a way that improves both the student and the community. According to the National and Community Service Trust Act of 1993, service-learning:

- Is a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities;
- Is coordinated with a school or community service program and the community;
- Helps foster civic responsibility;
- Is integrated into and enhances the academic curriculum of the student;
- Provides structured time for the student to reflect on the service experience.

Service-Learning projects provide authentic learning experiences in which the student learns and applies academic content and skills in a real-life, real-world context and the student develops citizenship, responsibility, and many other positive character virtues. Service-learning as a Graduation Project blends a student's service and the school's learning goals in a culminating project that enriches the community, school and more importantly the student.

Service-learning is not a new idea. John Dewey wrote that actions directed toward the welfare of others stimulate academic and social development. William Kirkpatrick, in the 1930s "Project Method," argued that learning should take place in a setting outside of school and involve efforts to meet real community needs. A resurgence of community service, and especially community service tied to the existing school curricula, began in the early 1990's as a result of national legislation.

Examples

Examples of Service-Learning Graduation Projects:

1. Projects that deal with community needs related to health, poverty, social issues, or the environment.
2. Another popular kind of community-based activity involves the students in documenting local history or culture through interviews, archival research, and photography. Projects like these connect the students more deeply to their communities and help the community at large to maintain a sense of history

and identity.

3. Other good service-learning activities involve students helping other students through student mentoring and peer or cross-age tutoring. These can take place within the school building.
4. Others require getting students out into the larger community. Some projects may be one-time activities, while others occupy the whole school year or longer.

Initiating Graduation Project

There are five basic steps in the initiation of a successful service-learning Graduation Project.

1. **Brainstorm**
   To start a Graduation Project based on service-learning the student must first look at the community-- school, neighborhood, city, state, nation, or world-- and ask, "What needs can be identified that might be met by the student that tie into a particular subject or skills taught in the course standards?" Look at issues that are covered in the local media; talk with local persons and agencies within the community or within the school. Nothing should be restricted if there is student interest and a connection to the high school curriculum.

2. **Focus**
   Examine each idea. Will it solve a real need that is not already being met in some other way? Will both the student and those being served benefit from the project? Is the project possible to do considering the limitations and the resources available? Talk with colleagues, agencies and parents. Modify the idea! Shape it! Focus.

3. **Implement**
   Once the idea is fully developed, implement it.

4. **Evaluation**
   Successful Graduation Projects will include two more elements: evaluation and reflection. During the evaluation phase the student, the advisor and those being served examine the planning process, the procedures used and the results and make suggestions of how to improve the project.

5. **Reflection**
   Reflection allows the student to focus on what was accomplished. The student thinks about the impact of the project and how one's own attitudes and behavior have changed. Reflection also gives the student an opportunity to explore feelings about what was accomplished.

Service Learning

What makes a Graduation Project Meaningful and Effective?

High quality experiences that meet North Carolina's Best Practices for Service-Learning makes a project meaningful and effective. The project allows the student to:

1. **Meet a recognized need in the community**
    A student works to identify pressing community needs and devise and participate in projects that address those needs. The Corporation for National Service categorizes community needs as related to health, education, environment or public safety. Students might engage in direct, indirect or advocacy projects.

2. **Achieve curricular objectives through Service-Learning**
    Service-Learning provides an opportunity for classroom knowledge and skills to be applied and tested in real-life settings. Service-learning projects should meet existing course outcomes in an experiential manner. Engaging in high quality service-learning experiences develops skills such as those defined through the 21st Century Skills standards. Additional information can be found using the following URL:
    http://www.21stcenturyskills.org/documents/RTM2006.pdf.

3. **Reflect throughout the service-learning experience**
    Through reflection activities in the form of discussions, journaling, performing, writing, etc., students come to more fully understand the connection of their schoolwork to the service work performed. Reflection helps students explore the cycle of: What & Why? So What? Now What?

4. **Develop student responsibility**
    High quality service-learning allows the student to take leadership and ownership over the projects performed. The student learns important school, work, and life skills such as working as a team, organizing and scheduling activities, and problem solving when given increased responsibility for the success of projects.

5. **Establish community partnerships**
    Service-learning experiences provide opportunities for the student to learn about the community, explore career possibilities, and work with diverse groups of individuals. Quality projects involve community organizations as partners.

6. **Plan ahead for Service-Learning**
    As with all effective projects, an action plan must be created which features specific objectives to be achieved through the activity. Service-Learning requires teachers, students, and

community organizations to carefully plan out projects and work collaboratively.

6. Equip the student with knowledge and skills needed for service

To effectively engage in a project, the student must understand the issue being addressed. As part of preparing to engage in Service-Learning, the student is often required to conduct research, read articles, and listen to guest speakers. The student also needs to learn project specific skills, as well as explore issues related to citizenship and civic engagement.

International Baccalaureate

International Baccalaureate

As part of the International Baccalaureate (IB) Diploma program, students complete several assignments similar to components of the Graduation Project. Yet, unlike the Graduation Project, these assignments are not related to each other. Therefore, meeting the requirements of the IB Diploma program does not necessarily equate to completion of a Graduation Project. IB Diploma program directors and teachers are encouraged to explore ways to help students build one or more of the assignments below into a culminating experience that fulfills the Graduation Project guidelines.

IB Extended Essay (40 hours of research and writing are expected)
- 4000 words (10—12 pages)
- A researched argument on one of 26 topics
- Student is assigned a mentor from the faculty

Theory of Knowledge (ToK) Essay on a Prescribed Title
- Generic questions about knowledge, cross-disciplinary in nature
- 1,200-1,600 words
- ToK teacher evaluates essay and then sends it to an IB examiner

Creativity, Action, and Service (CAS) Requirement (150 hours divided equally among the three)
- **Creativity** involves a learning stretch where students are mastering something new.
- **Action** involves either a sport or interaction with the community.
- **Service** involves helping others in the community.

English A1 Presentation—students are evaluated on a required presentation of literary criticism. (10—15 minutes)

Theory of Knowledge (ToK)—students are evaluated on a required presentation on topics relevant to ToK. (10 min. minimum) Students prepare a written self-evaluation report.

Group 4 Project—Students work collaboratively on a science project and present their findings in a presentation (5—10 minutes)

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Terminology

Terminology What is a Graduation Project?

The mandated four component (paper, presentation, product, and portfolio) Graduation Project (GP) is an integral part of North Carolina's high school exit standards and aligns with the research-based Senior Project® program owned by the University of North Carolina. It is a performance-based exit assessment that provides students with a vehicle to demonstrate what they know and are able to do as they prepare to graduate from high school. This culminating project provides an opportunity to demonstrate skills acquired throughout a school career and also apply these 21st century skills in the competitive world market economy.

There are a variety of terms often used with the implementation of a Graduation Project. The following include, but are not limited to, individuals and groups mentioned in the text who provide support to the Graduation Project implementation process. These are suggestions, not mandates, to facilitate the development of the program involving as many of the school-based-faculty and staff as possible. (It is important to note that the following terminology, descriptors, and duties are modeled after the University of North Carolina's Senior Project® program.)

1. Graduation Project Steering Committee:

This committee is composed of representatives of faculty and staff. Parents and community representatives are often involved unless issues of confidentiality are concerned. The committee responsibilities include:

- The school's Graduation Project program design -   Based upon High School Exit Standards of the GP four components and state-wide rubrics, each school has the flexibility to develop their own program design to meet local needs. They establish school guidelines for each Graduation Project component.
- Approval of topics and other related GP issues- Often small groups of 3 advisors advise up to 30 students (i.e., topic/product selection, feedback on research paper drafts, mentor suggestions, presentation practice, etc.). (*Some schools may decide that final topic approval is the responsibility of a Graduation Project Adviso*ry *Board*).
- Ensures that information is developed and distributed to all parents. Necessary permission sheets, based on local guidelines, are also the responsibility of this committee.

2. **Graduation Project Advisors:**

Faculty members who direct and coordinate individual student Graduation Projects. The total high school faculty should be involved as Graduation Project advisors. Often these advisors are working in teams with students. Responsibilities include coaching and mentoring students, maintenance of files (drafts, letters of intent, logs, portfolio contents) for each student assigned, and providing information to the teacher who will be assigning grades on designated Graduation Project components based on state-endorsed rubrics.

(Teachers who are assigning grades have, logistically, the best location for storage of their student's portfolios.)

3. Graduation Project Advisory Board*:*

This faculty problem-solving team discusses and makes final decisions on difficult issues that arise related to the GP. It resolves student appeals (the school's GP Advisory Board compared to a "Supreme Court.") Their responsibilities can include approval or disapproval of questionable topics, questions of ethics, etc.

4. School-level G P Coordinator:

This faculty member facilitates the Graduation Project program for an individual school and is a member of both the Steering Committee and the Advisory Board. Other responsibilities could include serving as a collector of documentation regarding Graduation Project; coordinating the establishment of local processes and procedures; and working with the school's GP Community Coordinator and District-level Coordinator. The School-level Coordinator would also be the contact person on the state-level registry. It is highly recommended that the Graduation Project Coordinator have release time/additional planning periods.

5. Community Coordinator:

A Community Coordinator's responsibilities include the recruiting of community, business, and staff members to serve on review panels and/or as project mentors.

6. District Level G P Coordinator:

A member of the local central office staff facilitates the Graduation Project Program for multiple schools within a district.

Terminology

7. **Graduation Project Review Panel:**

   The panel uses established criteria and state-endorsed rubrics to evaluate student oral presentations. This panel is composed of faculty, staff, and community members. The responsibilities could include reviewing the student's Portfolio prior to panel presentation.

CHAPTER FOUR- LIMITED ENGLISH PROFICIENT (LEP) CONSIDERATIONS

LEP Considerations

Policy ID Number HSP-A-007

Policy Title: Policy delineating the guidelines for the testing of students with limited English proficiency

Please refer to the publication **Guidelines for Testing Students Identified as Limited English Proficient** — North Carolina Statewide Testing Program, Grades 3-12. This publication is available from the:

> NC Department of Public Instruction
> Accountability Services Division
> Testing Policy and Operations Section
> 301 North Wilmington Street
> 6314 Mail Service Center
> Raleigh, NC 27699-6314

Questions regarding the **Guidelines for Testing Students Identified as Limited English Proficient** should be directed to:

> (919) 807-3769

The **Guidelines for Testing Students Identified as Limited English Proficient** is also available from the following link: www.ncpublicschools.org/accountability/ .

Policy ID Number HSP-A-009

Policy Title: Policy regarding rules, guidelines, and procedures governing the NC testing program

Please refer to North Carolina Testing Program policy documents such as the test administrator's manual for each test; the *North Carolina Proctor's Guide;* the *Testing Security: Protocol and Procedures for School Personnel;* the *Guidelines for Testing Students Identified as Limited English Proficient*, and the publication *Testing Students with Disabilities* for policy information on Limited English Proficient students. In addition, any subsequent updates, and periodic training provided to each LEA, shall apply to all public school personnel who are responsible for the implementation of the North Carolina Testing Program. The information shall set forth the rules and procedures required for a proper test administration and shall be provided to each LEA by the department through the LEA test coordinator.

The LEA superintendent shall ensure that each school follows the established testing procedures by informing building-level

LEP Considerations

administrators of their responsibilities. Local boards of education shall cooperate with the State Board of Education in implementing the provisions of this policy.

Policy ID Number HSP-A-011

Policy Title: Policy setting the cut scores for the IDEA English Language Proficiency Tests

This policy outlines the cut scores for the IDEA® English Language Proficiency Tests (IPT) used to determine the appropriate assessment for limited English proficient students. Limited English proficient students must participate in either the state-designated alternate assessment or the standard state mandated test with or without accommodations. The cut scores are also used to demonstrate progress and attainment in acquiring English language proficiency.

For the full policy and actual cut score chart refer to:

http://sbepolicy.dpi.state.nc.us/policies/HSP-A-011.asp?pri=01&cat=A&pol=011&acr=HSP

Policy ID Number HSP-A-012

Policy Title: Annual Measurable Achievement Objectives for NCLB Title III

The following annual measurable achievement objectives have been developed to meet the requirements of No Child Left Behind Title III requirements.

Annual Measurable Achievement Objectives

1. By the 2013-2014 academic year, 100 percent of students identified as limited English proficient shall demonstrate progress (improve at least one proficiency level) in at least one of the subtests (reading, writing, speaking, and listening) on the required state identified English language proficiency test.

LEP Considerations

State Board of Education Policies Related to Students Identified as Limited English Proficient

English Language Proficiency Targets	Percent of Limited English Proficient Students Making Progress in at Least One Domain in English Language Proficiency
2003-2004	40
2004-2005	45
2005-2006	50
2006-2007	55
2007-2008	60
2008-2009	65
2009-2010	70
2010-2011	75
2011-2012	85
2012-2013	95
2013-2014	100

2. By the 2013-2014 academic year, 100 percent of students identified as limited English proficient and who have been in U.S. school(s) for at least five years shall score at the Superior proficiency level in all subtests on the required state identified English language proficiency test.

English Language Proficiency Targets	Percent of Limited English Proficient Students Attaining English Language Proficiency at the End of Five Years
2003-2004	20
2004-2005	25
2005-2006	30
2006-2007	35
2007-2008	40
2008-2009	50
2009-2010	60
2010-2011	70
2011-2012	80
2012-2013	90
2013-2014	100

LEP Considerations

State Board of Education Policies Related to Students Identified as Limited English Proficient

Policy ID Number HSP-C-021

Policy Title: 16NCAC 6G.0312 Policy providing annual performance standards under the ABCs Model

(d) Students identified as limited English proficient shall be included in the statewide testing program as follows: standard test administration, standard test administration with accommodations, or the state-designated alternate assessments.

   (1)   Students identified as limited English proficient who have been assessed on the state identified English language proficiency tests as below Intermediate/High in reading and who have been enrolled in United States schools for less than two years may participate in the state designated alternate assessment in the areas of reading and mathematics at grades 3-8 and 10, writing at grades 4, 7, and 10, and in high school courses in which an end-of-course assessment is administered. Students identified as English proficient who have been assessed on the state identified English language proficiency tests (SBE policy HSP-A-011) as below Superior in writing and who have been enrolled in U.S. schools for less than two years may participate in the state designated alternate assessment in writing for grades 4, 7, and 10.

   (2)   To be identified as limited English proficient students must be assessed using the state identified English language proficiency tests at initial enrollment. All students identified as limited English proficient must be assessed using the state identified English language proficiency test annually thereafter during the window of February 1 to April 30. A student who enrolls after January 1 does not have to be retested during the same school year.

   (3)   Schools shall:

      (A)   continue to administer state reading, mathematics, EOC assessments, and writing tests for students identified as LEP who score at or above Intermediate/High on the state English language proficiency reading test during their first year in US schools. Results from these assessments shall be included in the ABCs and AYP.

      (B)   not require students identified as LEP who score below Intermediate/High on the state English language proficiency reading test in

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State Board of Education Policies Related to Students Identified as Limited English Proficient

their first year in US schools to be assessed on the reading end-of-grade assessments, high school comprehensive test in reading, the NC writing assessment, the state designated alternate assessment for reading, or the state designated alternate assessment for writing.

(1)   Scores from students who are in their first year in U.S. schools and who have scored below Intermediate High on the reading section of the state identified English language proficiency test shall not be included in either growth, the performance composite or AYP determinations for reading or mathematics.

(2)   For purposes of determining participation, the state identified English language proficiency reading test will be used as reading participation for the students identified in this section and participation in the state identified English language proficiency writing test will be used as writing participation for students identified in this section.

(C)   include students previously identified as LEP, who have exited LEP identification during the last two years, in the calculations for determining the status of the LEP subgroup for AYP only if that subgroup already met the minimum number of 40 students required for a subgroup.

Policy ID Number HSP-N-008

Policy Title: 16 NCAC 6D .0507 Accountability Standards for Students With Limited English Proficiency

0507 Students With Limited English Proficiency

Students of limited English proficiency shall meet the same standards as all students. 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.

LEP Considerations

State Board of Education Policies Related to Students Identified as Limited English Proficient

Therefore, LEAs shall use the following guidelines:

(1) Gateways 1, 2, and 3.

    (A) If a student scores below advanced in reading or writing on the state English language proficiency assessment, the student may be eligible for a waiver from the test standard for promotion through no more than two consecutive gateways.

    (B) A local teacher or administrator or the student's parent or legal guardian must request the waiver. The person making the request for a waiver must submit evidence of student work to a local committee of teachers and administrators to determine if:

        (i) the student's English language proficiency is the cause of the student's inability to perform at grade level on the required tests; and

        (ii) documentation indicates that the student is making adequate progress in all academic areas to be promoted to the next level.

(2) Gateway 4, High School Graduation Requirements. Limited English proficient students shall meet the same standards as all students for high school graduation.

(3) School districts 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 with the following components: diagnostic evaluation, intervention strategies, and monitoring strategies.

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LEP Considerations

Instructional Accommodations

For students identified as limited English proficient (LEP) to be successful on End-of-Course (EOC) tests they must understand the standard course of study of the content area. To improve students' comprehension of daily instruction and to provide students support in the content areas as they acquire English, instructional accommodations are appropriate. Instructional accommodations are stepping stones to the State-approved testing accommodations allowed for State-mandated tests.

Accommodation does not mean lowering academic expectations. Rather, accommodation allows students access to the content standards and enables them to show proficiency in these standards. Instructional accommodations may necessitate teachers to deliver the content in a different manner. They will, also, permit students to engage in learning and demonstrate mastery in alternate ways. Accommodations are temporary, not permanent. As LEP students gain English fluency, fewer accommodations in classroom activities will be necessary. Eventually, these students should not need any accommodations.

Instructional accommodations adapt content, highlight key vocabulary, and scaffold classroom activities to make the standard course of study accessible to students identified as LEP.

Strategies for adapting content include:
- Use concrete referents, such as visuals, maps, pictures, props, demonstrations, manipulatives, and gestures.
- Divide readings into chunks for questions, predictions, and summaries.
- Jigsaw activities so that any one student or group is responsible for only a portion of the information needed to accomplish a task. The student/group shares the learning with a home group to complete the assignment.
- Reduce required reading material to eliminate non-essential text.
- Utilize graphic organizers (Venn diagram, timeline, web, etc.).
- Ask students to retell orally as well as in writing.
- Provide native language texts for those literate in the native language.
- Produce leveled study guides.
- Rewrite selected sections of the text:
  - Organize information into small sequential steps.
  - Write short, simple sentences.
  - Include pictures.
  - Add marginal notes giving hints for understanding

content.

Strategies to highlight key vocabulary include:
- Use word walls.
- Provide word lists/banks on assignments and in class tests.
- Use images and clipart in activities, quizzes, and tests.
- Have students keep a personal vocabulary book that could include first language translations or pictures.
- Provide picture dictionaries.
- Provide native language dictionaries and native language-English translation dictionaries.
- Teach language required for school tasks (identify, define, compare, summarize).

Strategies to scaffold classroom activities include:
- Activate student's prior knowledge.
- Give open-note and open-book tests.
- Offer alternate assessments such as oral tests, portfolios, interviews, individual/group projects.
- Provide verbal scaffolding:
  - Prompting (sentence starters, key words)
  - Questioning hierarchy (point to the answer, yes/no, either/or, short answer, open-ended)
  - Elaboration (tell me more, describe the..)
- Provide procedural scaffolding:
  - Cooperative groups and peer support (centers, corners, think-pair-share, numbered heads, reciprocal teaching)
  - Partnering
  - Extra time for task completion
  - Increased wait time after questioning

LEP Considerations

State Testing Options for Students Identified as Limited English Proficient

State Testing Options

According to State Board of Education (SBE) policy HSP-C-003, all eligible students shall participate in the administration of end-of-course assessments (standard test administrations with or without accommodations or an alternate assessment). SBE policy HSP-C-021 states that all students, including those identified as limited English proficient in membership in high school courses in which an end-of-course assessment is administered, shall be included in the statewide testing program through the use of state assessments with or without accommodations or an alternate assessment.

Results from the State-identified language proficiency test will determine the student's eligibility for testing under one of the following conditions:

- Testing under standard conditions (without accommodations);
- Testing with the use of accommodations; or
- Participating in a State-designated alternate assessment.

Students identified as limited English proficient (LEP) who have been assessed on the State-identified English language proficiency test as Superior in Reading must take end-of-course tests under standard conditions (without accommodations).

State Testing Accommodations

Students identified as limited English proficient who have been assessed on the State-identified English language proficiency test as below Superior in Reading may take end-of-course tests with or without accommodations following the procedures described in the state publication *Guidelines for Testing Students Identified as Limited English Proficient* (published September 2005).

It is understood that many students identified as LEP will be assessed using the standard test administration with or without accommodations. These are students that either do not meet the eligibility requirements for the alternate assessment or are students whose LEP team/committee feels the standard test administration with or without accommodations is the most appropriate means of assessing this student. The decision must be made on a case-by-case (individual) basis. Blanket decisions affecting groups of students are inappropriate.

LEP Considerations

State Testing Options for Students Identified as Limited English Proficient

This section provides a list of State-approved testing accommodations and information describing typical accommodations accessed by students identified as limited English proficient during the administration of State-mandated tests in the North Carolina Testing Program at grades 3-12. The use of testing accommodations should be consistent with those accommodations **used on a regular basis** during instruction and similar classroom tests. Accommodations for eligible students identified as limited English proficient are allowed for all State-mandated tests with the exception of the State-mandated English language proficiency tests.

The North Carolina Testing Program allows the following procedural accommodations for the 2006-07 school year for certain limited English proficient students and certain tests:

- English/Native Language Dictionary or English/Native Language Electronic Translator
- Multiple Testing Sessions
- Scheduled Extended Time
- Student Reads Test Aloud to Self
- Test Administrator Reads Test Aloud in English
- Testing in a Separate Room

School system and charter school testing personnel must follow and implement any changes or updates to North Carolina State Board of Education policy, legislation, or General Statutes.

Refer to the flowchart, "Navigating the EOC Assessment Requirements" on page 59 for a graphical representation of the various means of meeting the EOC assessment requirement when using the standard test administration with or without accommodations.

Additional information regarding testing accommodations for students identified as limited English proficient can be found in the publication *Guidelines for Testing Students Identified as Limited English Proficient—The North Carolina Statewide Testing Program, Grades 3-12*. This publication may be accessed on the NCDPI web site at the following address:
http://www.ncpublicschools.org/docs/accountability/policyoperations/LEPGuidelines_Sept05.pdf

LEP Considerations

State Testing Options for Students Identified as Limited English Proficient

State-designated alternate assessment

The North Carolina Checklist of Academic Standards (NCCLAS) is the assessment that has been developed as an alternate for the end-of-course tests. It is an assessment designed for students who need alternate means to demonstrate their academic performance on grade-level concepts. Eligible students with disabilities and eligible students identified as limited English proficient may participate in the NCCLAS instead of taking the standard test, with or without accommodations.

According to SBE policy HSP-C-021, students identified as limited English proficient who have been assessed on the state identified English language proficiency test as below Intermediate High in reading and who have been enrolled in United States schools for less than two years may participate in the state designated alternate assessment, NCCLAS, in high school courses in which an end-of-course assessment is administered. Decisions should be made on a case-by-case (individual) basis.

NCCLAS: General Information

The NCCLAS is a course-specific academic alternate assessment in which teachers utilize a checklist to evaluate student performance on course specific standards. Data are collected at the end of the course. This process (1) involves a representative and deliberate collection of student work/information, (2) allows the assessor to make judgments about what a student knows and is able to do, and (3) measures student performance based on specific objectives from the *North Carolina Standard Course of Study*. The assessor completes the assessment in the final thirty days of the course for year long courses or final fifteen days of the course for semester-long courses. Final overall goal scores are recorded after the recording of the individual objective scores and are submitted in an online format during the end-of-course testing window. Student profiles are completed at the beginning of the assessment period (mid-year for year long or mid-semester for semester courses) and during the final assessment period (last thirty school days for year long or last fifteen school days for semester courses). Final goal scoring is completed by two assessors. Evidence must be collected to support the scores, as described in the *Test Administrator's Guide.*

NCCLAS and the Exit Standards

When participating in the NCCLAS, students receive results in the form of Achievement Levels I-IV. Achievement Levels III and IV are considered proficient. Students who receive an Achievement Level III or IV will be considered to have met the exit standard requirement for that EOC assessment.

LEP Considerations

State Testing Options for Students Identified as Limited English Proficient

Refer to the flowchart, "Navigating the EOC Assessment Requirements When Using the North Carolina Checklist of Academic Standards (NCCLAS)" on page 60 for a graphical representation of the following scenarios.

Scenario I: Student passes the course and scores an Achievement Level III or above on the EOC assessment. Student has met the EOC assessment requirement for this course.

Scenario II: Student makes an Achievement Level III or above on the NCCLAS but does not earn credit for the course. Student meets the EOC assessment requirement for this course but does not meet the course credit requirement.

Scenario III: Student does not make an Achievement Level III or above on the NCCLAS but earns credit for the course. A Personal Education Plan (PEP) is required for all students who do not make an Achievement Level III or above on one of the five EOCs required for the exit standards. Documentation of the student's work in the course is begun. Student must receive focused intervention. The PEP, which should be developed by the content and English as a Second Language (ESL) teacher together, should be used throughout the focused intervention. For students identified as limited English proficient, the focused intervention may need to include English language work as well as course content. In addition, it may require additional time to adequately complete focused intervention. At the conclusion of the focused intervention, the student must be reevaluated.

- If the student continues to meet the eligibility requirements for the NCCLAS, a new evaluation must take place using the documentation that has been gathered during the focused intervention.
- If the student no longer qualifies to participate in the NCCLAS, the student must take the traditional EOC test with or without accommodations, as appropriate and as identified in his/her LEP documentation.
- If the student makes an Achievement Level III or above on the reevaluation, the EOC assessment requirement for the course has been met.
- If the student does not make an Achievement Level III or above on the assessment, the NCCLAS or EOC, the student must enter a review process.
- For LEP students, there must be an LEP teacher on the review committee.
- The committee makes a recommendation to the principal who then makes the final determination and decides whether the EOC assessment requirement is waived.

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State Testing Options for Students Identified as Limited English Proficient

Scenario IV: Student does not make an Achievement Level III or above on the NCCLAS and does not earn credit for the course. The student must retake the course and must be assessed at the conclusion of that course

Typical Testing Accommodations for End-of-Course Tests Only

Accommodations	Students with Disabilities/ Section 504[1]	Students Identified as Limited English Proficient[2]
Assistive Technology Devices	Yes[3]	No
Braille Edition	Yes	No
Braille Writer/Slate and Stylus (Braille Paper)	Yes	No
Cranmer Abacus	Yes	No
Dictation to a Scribe	Yes	No
English/Native Language Dictionary or Electronic Translator	No	Yes
Home/Hospital Testing	Yes	No
Interpreter/Transliterator Signs/Cues Test	Yes[4]	No
Keyboarding Devices	Yes	No
Large Print Edition	Yes	No
Magnification Devices	Yes	No
Multiple Testing Sessions	Yes	Yes
One Test Item Per Page Edition	Yes	No
Scheduled Extended Time	Yes	Yes
Student Marks Answers in Test Book	Yes	No
Student Reads Test Aloud to Self	Yes	Yes
Test Administrator Reads Test Aloud (in English)	Yes[4]	Yes[4]
Testing in a Separate Room	Yes	Yes

[1] Refer to the *Testing Students with Disabilities* publication for more information. It may be found online at: www.ncpublicschools.org/accountability/policies/tswd.

[2] Refer to the *Guidelines for Testing Students Identified as Limited English Proficient* for more information. It may be found online at: http://www.ncpublicschools.org/accountability/policies/slep/.

[3] Use of certain assistive technology devices may invalidate the results of the test. Please refer to the *Testing Students with Disabilities* publication for more information.

[4] Use of the Test Administrator Reads Test Aloud or Interpreter/Transliterator Signs/Cues Test accommodation during the administration of the English I end-of-course test will invalidate the results of the test.

Navigating the EOC Assessment Requirements

Student Takes Course[1]

↓

Student Takes End-of-Course Assessment[2]

| Performs at Level III or Above on the Assessment & Earns Credit for the Course | Performs at Level III or Above on the Assessment but Does Not Earn Credit for the Course | Does Not Perform at Level III or Above on the Assessment but Earns Credit for the Course | Does Not Perform at Level III or Above on the Assessment & Does not Earn Credit for the Course |

Meets the EOC Assessment Requirement for the Course

Meets the EOC Assessment Requirement

NOTE: Course Credit Requirement must be met

OR

Retest 1

Skips Retest 1 and Begins Focused Intervention (By Request of Parent)

Performs at Level III or Above on Retest 1

Does Not Perform at Level III or Above on Retest 1

Documentation is Initiated

Meets the EOC Assessment Requirement for the Course

Focused Intervention

Retest 2

Performs at Level III or Above on Retest 2

Does Not Perform at Level III or Above on Retest 2

Documentation is Updated

Meets the EOC Assessment Requirement

Review Process[3]

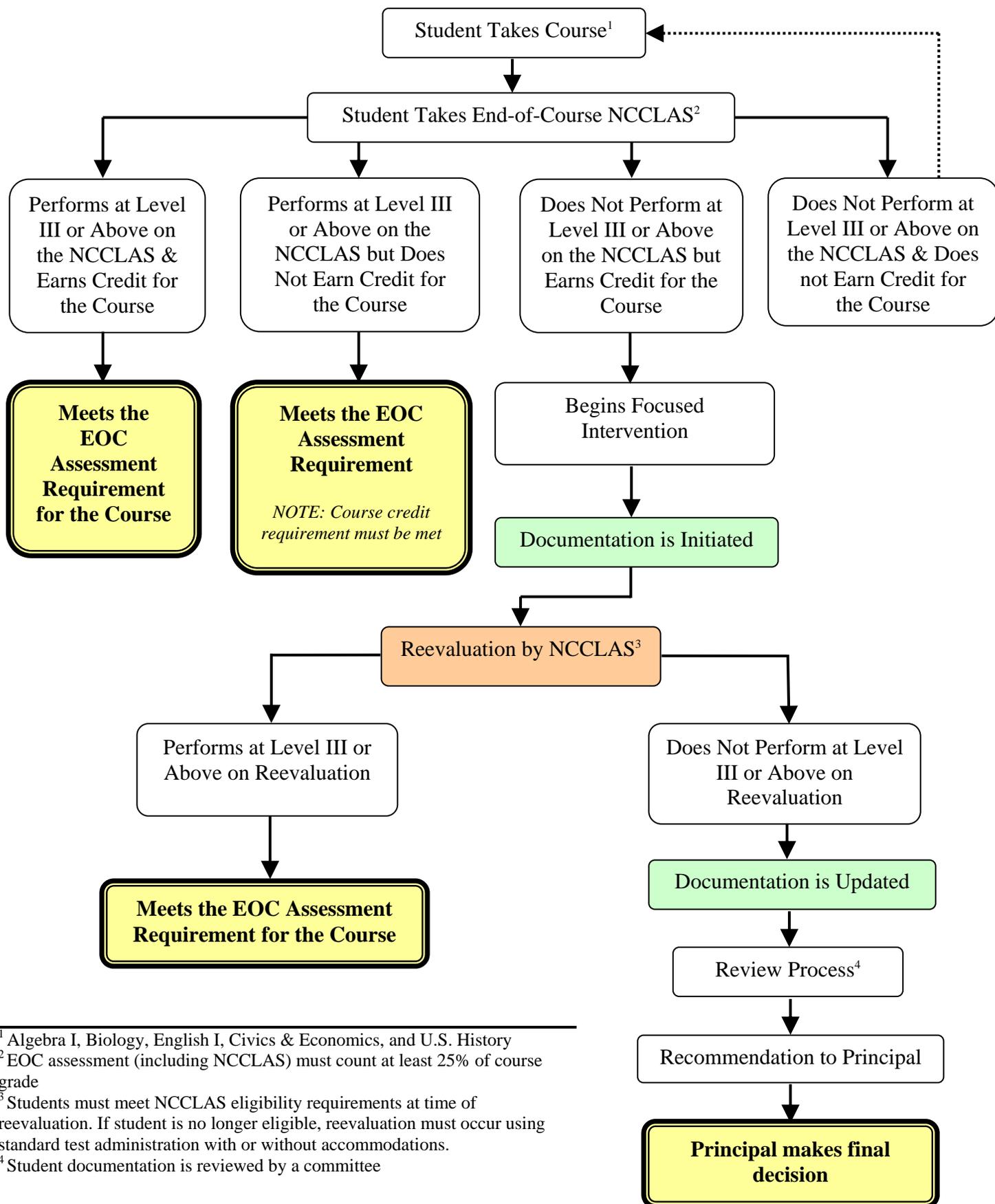Recommendation to Principal

Principal makes final decision

[1]Algebra I, Biology, English I, Civics & Economics, and U.S History

[2]EOC Assessment MUST count at least 25% of course grade

[3]Student documentation is reviewed by the review committee

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Navigating the EOC Assessment Requirements
When Using the North Carolina Checklist of Academic Standards (NCCLAS)

Student Takes Course[1]

Student Takes End-of-Course NCCLAS[2]

Performs at Level III or Above on the NCCLAS & Earns Credit for the Course

Performs at Level III or Above on the NCCLAS but Does Not Earn Credit for the Course

Does Not Perform at Level III or Above on the NCCLAS but Earns Credit for the Course

Does Not Perform at Level III or Above on the NCCLAS & Does not Earn Credit for the Course

Meets the EOC Assessment Requirement for the Course

Meets the EOC Assessment Requirement

NOTE: Course credit requirement must be met

Begins Focused Intervention

Documentation is Initiated

Reevaluation by NCCLAS[3]

Performs at Level III or Above on Reevaluation

Does Not Perform at Level III or Above on Reevaluation

Meets the EOC Assessment Requirement for the Course

Documentation is Updated

Review Process[4]

Recommendation to Principal

Principal makes final decision

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[1] Algebra I, Biology, English I, Civics & Economics, and U.S. History
[2] EOC assessment (including NCCLAS) must count at least 25% of course grade
[3] Students must meet NCCLAS eligibility requirements at time of reevaluation. If student is no longer eligible, reevaluation must occur using standard test administration with or without accommodations.
[4] Student documentation is reviewed by a committee

LEP Considerations

Intervention Strategies

Graduation Project

The following strategies may be useful for students identified as limited English proficient to successfully complete the Graduation Project:

- Maintain high expectations; stress that the Graduation Project will help the student.
- Suggest that a student's topic relate to his/her future career and/or interests.
- Benchmark the project over multiple school years.
- Ensure that the student has the paper and product in mind from the beginning so the topic does not have to be changed later.
- Build in ownership, motivation, and personal identification of the project by having the student relate it to his/her home culture.
- Collaborate with the community, universities, and businesses to intervene on student's behalf in arranging interviews and mentors.
- Teach organizational skills and time management.
  - Divide large tasks into small ones.
  - Prioritize and schedule tasks.
  - Be realistic about time allotments.
- Allow the use of the student's first language for all or some of the components, especially the oral presentation.
- If the student is literate in his/her first language, encourage the use of reference materials in the native language.
- Modify the length of the research paper, the number of required resources, and/or the presentation as appropriate for the English language proficiency level of the student.
- Use note cards during the presentation.
- Encourage the use of visual aids and PowerPoint to help judges focus on the project and reduce stress for the presenter.
- Have the student practice the oral presentation and give feedback. Videotape the practice presentations. Having students practice in front of the ESL class or with a club such as 4-H helps them get ready for an audience in a friendly setting.
- For the oral presentation, have the student begin by telling that he/she is/was an LEP student, or let the judges know prior to the presentation.
- Include speakers of the student's first language to participate as judges.
- Involve the ESL Department as judges, tutors, and mentors.
- Ensure that someone is available to keep communication alive and to listen to and provide the support and assurance the

LEP Considerations

Intervention Strategies

student needs.
- Provide the opportunity for students to participate in all instructional interventions provided by a school regardless of the need for supports such as translators

End-of-Course Assessments

The following strategies may be useful for students identified as limited English proficient taking end-of-course (EOC) assessments.
- Use the DPI accountability website which has practice questions for the EOC tests: http://www.ncpublicschools.org/accountability/testing/eoc/
- Have documentation to show that students have made progress in class which can be used in the review process, if needed.
- Teach test-taking skills to the students.
  - Test Preparation Strategies
    - Review old tests, homework, sample problems, class notes, the textbook.
    - If you don't understand something, ask for clarification
    - Write the main ideas/formulas on a review sheet and memorize them; at the beginning of the test write these down so you have them when you need them.
    - Mix the order of questions/problems when reviewing.
    - Take advantage of practice tests.
    - Eat before the test to provide energy and focus.
    - Get a good night's sleep before the test.
  - Test Taking Strategies
    - Pace yourself; bring a watch to help manage time.
    - Keep a positive attitude during the test. If you feel stressed, breathe deeply to relax.
    - Do the easiest questions/problems first.
    - If you don't know an answer, skip that question and come back to it later.
    - Read the entire question; look for key words.
    - Read all the choices before selecting the answer.
    - Focus on the test; don't focus on what others are doing.
    - Answer every question; if you don't know an answer, make an educated guess.
    - When you have finished, check you answers. Look for careless errors, but remember the first

Intervention Strategies

                             answer you chose is usually the correct one.

- Explain the exit standards to parents. Describe how they can help their child do well on the EOC tests. Use a translator to maximize understanding and collaboration:
  - Ensure that homework is completed.
  - Provide a scheduled time and a quiet place to study and do schoolwork.
  - Provide positive feedback when your child does well on schoolwork/tests.
  - Apply appropriate consequences/discipline as necessary.
  - Contact the teacher to discuss problems your child is having with schoolwork. (Request a translator.)
  - Request make-up work when your child is absent.
  - Talk about the test with your child to relieve his/her stress.
  - Be aware of test days; mark the dates on a home calendar.
  - Ensure that your child eats a healthy breakfast before the test.
  - Ensure that your child gets a good night's sleep before the test.
  - Ensure that your child gets to school on time for the test.

CHAPTER FIVE-EXCEPTIONAL CHILDREN (EC) CONSIDERATIONS

Considerations for Students with Disabilities

State Board of Education Policies Related to Students with Disabilities

Students with Disabilities

The exit standards, and their related policies, described in this implementation guide apply to all students, including students with disabilities. Specifically, the exit standards apply to the students with disabilities who are following the career preparation, college technical preparation, or college/university preparation courses of study and who are entering ninth grade for the first time in the 2006-07 school year and beyond. Students following the Occupational Course of Study are required to meet rigorous exit standards as outlined in State Board of Education policy HSP-N-004 (16 NCAC 6D.0503). Included in this section are excerpts of policies related to students with disabilities who are held to the exit standards.

Policy ID Number HSP-A-009

Policy Title: Policy regarding rules, guidelines, and procedures governing the NC testing program

The information contained within the North Carolina Testing Program policy documents such as the test administrator's manual for each test, the *North Carolina Proctor's Guide*, the *Testing Security: Protocol and Procedures for School Personnel*, the *Guidelines for Testing Students Identified as Limited English Proficient*, and the publication *Testing Students with Disabilities*, any subsequent updates, and periodic training provided to each LEA, shall apply to all public school personnel who are responsible for the implementation of the North Carolina Testing Program. The information shall set forth the rules and procedures required for a proper test administration and shall be provided to each LEA by the department through the LEA test coordinator.

The LEA superintendent shall ensure that each school follows the established testing procedures by informing building-level administrators of their responsibilities. Local boards of education shall cooperate with the State Board of Education in implementing the provisions of this policy.

Policy ID Number HSP-C-003

Policy Title: 16 NCAC 6D.0305 Policy delineating use of end-of-course tests for accountability

All eligible students shall participate in the administration of end-of-course assessments (standard administrations with or without accommodations or an alternate assessment).

Considerations for Students with Disabilities

State Board of Education Policies Related to Students with Disabilities

Policy ID Number HSP-C-021

Policy Title: 16 NCAC 6G.0312 Policy providing annual performance standards under the ABCs model

(e)   All students with disabilities including those identified under Section 504 in membership in grades 3-8 and 10 and in high school courses in which an end-of-course assessment is administered shall be included in the statewide testing program through the use of state assessments with or without accommodations or an alternate assessment.

(1)   The student's IEP team shall determine whether a student can access the assessment without accommodations, with one or more accommodations, or whether the student should be assessed using a state-designed alternate assessment.

Policy ID Number HSP-N-000

Policy Title: Policy on minimum competency requirements for graduation from high school

1. Standards for proficiency

Effective with the class entering ninth grade for the first time in the 2006-2007 school year, students who are following the career preparation, college technical preparation, or college/university preparation course of study shall meet the following standards for proficiency:

(A.)   score at Achievement Level III or above on the end-of-course assessment (i.e. standard administrations with or without accommodations or the designated alternate assessments) for English I, Algebra I, U.S. History, Biology, and Civics and Economics; and

(B.)   successfully complete a Graduation Project that is developed, monitored, and scored within the LEA using state-adopted rubrics; and

(C.)   must pass the North Carolina Online Test of Computer Skills (i.e. standard administration with or without accommodations or its designated alternate assessment).

Students following the Occupational Course of Study are required to meet rigorous exit standards as outlined in State Board of Education policy HSP-N-004 (16 NCAC 6D.0503).

As with other SBE policies, local school districts may enact higher

standards for students.

3. Review Procedures

For students who do not score at Achievement Level III or above on the five end-of-course assessments (i.e. standard administration with or without accommodations or the designated alternate assessment) required to meet the high school exit standards (i.e., Algebra I, English I, Biology, Civics and Economics, and U.S. History), the school district shall follow these procedures to determine if students have mastered the content and have met the exit standard for each course:

(1) If a student passes the course and scores below Achievement Level III on an end-of-course test (i.e. standard administration with or without accommodations) the student shall be given a retest no later than three weeks from the receipt of test results. Parents may request that their child be excused from the retest. In this case, the parents and child shall be deemed to have accepted participation in focused intervention.

(2) Any student who does not score Achievement Level III or above on the first retest, and any student who is excused from the first retest (i.e. alternate assessment participant, parent refuses retest) must have documentation (e.g., portfolio) of the student's performance in the EOC course placed on file and the student must receive focused intervention/remediation.

(3) Following intervention/remediation, the second retest/evaluation occurs.

(4) If the student does not score Achievement Level III or above on the second retest/evaluation, documentation (e.g., a portfolio) of the student's performance in the EOC course is updated.

(5) The student's documentation (e.g., a portfolio) is reviewed by a review committee to determine if the exit standard for that course has been met. The review committee should consist of teachers, principals, and central office staff members from the county. An exceptional children's (EC) teacher must be present if the student has exceptional needs. A limited English proficient (LEP) teacher must be present if the student is identified as LEP. The review committee has the option of recommending that the student (1) retake the course, (2) be provided additional remediation, or (3) based on the documentation, has met the requirements for the exit standard associated with the course.

(6) The principal reviews the recommendation by the committee and makes the final decision regarding the student meeting the

exit standard for the course.

Policy ID Number HSP-N-007

Policy Title: 16 NCAC 6D.0506 Accountability Standards for Students with Disabilities

.0506 Students With Disabilities

(a) Unless exempted pursuant to paragraph (b) of this Rule, all students with disabilities shall participate in the statewide student accountability promotion standards for elementary, middle, and high school levels.

(b) Students with disabilities may be exempted from the statewide student accountability promotion standards by the IEP team, including the principal or school district representative. These students shall demonstrate evidence of progress on alternate assessments. Alternate assessments shall be performance measures that assess the educational progress of students with disabilities who are unable to participate in the general large-scale assessment system even when accommodations are provided to the student.

(c) All interventions/remediation and other opportunities, benefits and resources that are made available to students without disabilities shall be made available to students with disabilities who participate in the student promotion standards. All services offered shall be in addition to the special education services provided to the student.

Considerations for Students with Disabilities

Accommodations

Accommodations General Information

According to State Board of Education (SBE) policy HSP-C-003, all eligible students shall participate in the administration of end-of-course assessments (standard test administrations with or without accommodations or an alternate assessment). SBE policy HSP-C-021 states that all students with disabilities including those identified under Section 504 in membership in high school courses in which an end-of-course assessment is administered shall be included in the statewide testing program through the use of state assessments with or without accommodations or an alternate assessment.

According to SBE policy HSP-C-021 and the Individuals with Disabilities Education Improvement Act (IDEA), a student's IEP team shall determine whether a student can access the assessment without accommodations, with one or more accommodations, or whether the student should be assessed using a state-designed alternate assessment.

Types of Accommodations

Information on the accommodations that are allowed during the administration of the North Carolina End-of-Course Tests, and other tests in the North Carolina Testing Program, may be found in the *Testing Students with Disabilities* publication. An excerpt from this publication is found in the Appendix and it may be found online in its entirety using the following URL: www.ncpublicschools.org/accountability/policies/tswd.

North Carolina categorizes accommodations for the state testing program into three groups: Modified Test Formats, Assistive Technology and Special Arrangements, and Special Test Environments.

Modified Test Formats
- Braille Edition
- Large Print Edition
- One Test Item Per Page Edition

Assistive Technology Devices and Special Arrangements
- Assistive Technology Devices (Use of certain assistive technology devices may invalidate the assessment. Please check the *Testing Students with Disabilities* publication for additional information.)
- Braille Writer/Slate and Stylus (and Braille Paper)
- Cranmer Abacus
- Dictation to a Scribe

Considerations for Students with Disabilities

Accommodations

- Interpreter/Transliterator Signs/Cues Test (Use of this accommodation during the English I end-of-course test invalidates the results of the test.)
- Keyboarding Devices
- Magnification Devices
- Student Marks Answers in Test Book
- Student Reads Test Aloud to Self
- Test Administrator Reads Test Aloud (Use of this accommodation during the English I end-of-course test invalidates the results of the test.)

Special Test Environments
- Hospital/Home Testing
- Multiple Testing Sessions
- Scheduled Extended Time
- Testing in a Separate Room

Please refer to the following table, "Typical Testing Accommodations for End-of-Course Tests Only," for a list of allowable accommodations.

Typical Testing Accommodations for End-of-Course Tests Only

Accommodations	Students with Disabilities/ Section 504[1]	Students Identified as Limited English Proficient[2]
Assistive Technology Devices	Yes[3]	No
Braille Edition	Yes	No
Braille Writer/Slate and Stylus (Braille Paper)	Yes	No
Cranmer Abacus	Yes	No
Dictation to a Scribe	Yes	No
English/Native Language Dictionary or Electronic Translator	No	Yes
Home/Hospital Testing	Yes	No
Interpreter/Transliterator Signs/Cues Test	Yes[4]	No
Keyboarding Devices	Yes	No
Large Print Edition	Yes	No
Magnification Devices	Yes	No
Multiple Testing Sessions	Yes	Yes
One Test Item Per Page Edition	Yes	No
Scheduled Extended Time	Yes	Yes
Student Marks Answers in Test Book	Yes	No
Student Reads Test Aloud to Self	Yes	Yes
Test Administrator Reads Test Aloud (in English)	Yes[4]	Yes[4]
Testing in a Separate Room	Yes	Yes

[1] Refer to the *Testing Students with Disabilities* publication for more information. It may be found online at: www.ncpublicschools.org/accountability/policies/tswd.

[2] Refer to the *Guidelines for Testing Students Identified as Limited English Proficient* for more information. It may be found online at: http://www.ncpublicschools.org/accountability/policies/slep/.

[3] Use of certain assistive technology devices may invalidate the results of the test. Please refer to the *Testing Students with Disabilities* publication for more information.

[4] Use of the Test Administrator Reads Test Aloud or Interpreter/Transliterator Signs/Cues Test accommodation during the administration of the English I end-of-course test will invalidate the results of the test.

Considerations for Students with Disabilities

Universal Design for Learning (UDL)

Research has identified students with disabilities as being a population of high school students most in need of guidance and support if they are to successfully access the general education curriculum and meet the requirements to exit high school with a diploma. The Individuals with Disabilities Education Improvement Act of 2004, commonly referred to as IDEA, and the No Child Left Behind (NCLB) Act of 2001 mandate that all students be given access to the general curriculum and be included in a school's accountability program.

To meet the goal of allowing all students access to the curriculum, teachers must adjust their materials and presentation styles to break down barriers and assist all students in learning the material required for success. This method of instructional design is known as Universal Design for Learning (UDL). UDL promotes learning for all students in a classroom, not just students with disabilities. The basic principles of UDL are

- *Multiple means of representation,* to give learners various ways of acquiring information and knowledge,
- *Multiple means of expression,* to provide learners alternatives for demonstrating what they know,
- *Multiple means of engagement,* to tap into learners' interests, offer appropriate challenges, and increase motivation (CAST, 2006).

The federal government is committed to promoting UDL and currently provides funding for on-going educational research and dissemination of best practices related to UDL. The Center for Applied Special Technology (CAST) is one such federally funded entity that provides resources for educators. You may access CAST's website at the following address: http://www.cast.org. Included in this manual you will find numerous instructional approaches that are based on the principles of UDL.

To ensure the delivery of a rigorous course of study and to reinforce the expectation that all students are expected to perform to high standards, North Carolina has implemented a statewide accountability program that uses content tests that are aligned with the *North Carolina Standard Course of Study*. At the high school level, End-of-Course testing is a major component of this accountability program and students are required to pass five end-of-course tests to graduate with a high school diploma. In North Carolina, all high school students with disabilities participate in this statewide testing program with most taking regular tests with or without accommodations. Alternate assessments are taken by a very small group of students with disabilities and then only if the IEP Team, which includes the student and parents, feels it is the most appropriate means of assessing the student's progress in the general education curriculum. For specific

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information related to testing accommodations or alternate assessments please consult the section of this manual entitled *"Testing-- EC Considerations."*

Recommendation for School Personnel

- Assure that teachers are provided on-going staff development on the use of multiple approaches to instruction, materials and methods of assessment based on the Principles of Universal Design for Learning. See the Appendix for resources/materials on teaching students with disabilities and additional resources on Universal Design for Learning.

- Assure all interventions/remediation and other opportunities, benefits, and resources that are made available to students without disabilities are made available to students with disabilities, and that all services offered are in addition to the student's special education services.

- Assure that all administrators, teachers, and related services personnel have a copy of the High School Graduation/Exit Standards policy and the guide *Testing Students with Disabilities*. Great care should be taken to ensure that only the latest edition of the guide is used. Educators may access the July 2005 edition of the guide using the following URL:

  http://www.ncpublicschools.org/docs/accountability/testing/alternate/disabilities/testingstudents.pdf

- Assure that all administrators, teachers, and related services personnel are given opportunities to discuss the implications of and requirements for implementation of the High School Graduation/Exit Standards, and that they have the necessary understanding to explain the implications and requirements to students, parents or guardians.

- Arrange opportunities to discuss the High School Graduation/Exit Standards with parents of students with disabilities, explaining the implications and requirements unique to their child. A good time to discuss this with students and parents is at the time the IEP is written prior to high school entry and each IEP meeting thereafter.

- Develop school-wide policies regarding the sharing of information pertaining to students with disabilities and make sure each staff member knows the appropriate person to contact if a student with disabilities is experiencing difficulties.

- Promote a school climate that encourages teachers to collaborate or ask for assistance in meeting the needs of students with disabilities.

Considerations for Students with Disabilities

Personalized Education Plan (PEP) and Individualized Education Program (IEP)

The Individualized Education Program (IEP) may not be used as a substitute for the Personalized Education Plan (PEP) developed for students who fail a required End-of-Course Test. The IEP is a document that serves as a communication vehicle between home and school. It outlines the special education and/or related services that are to be provided to a student. The document delineates resources, supplemental services and aids necessary to assist the student in accessing the general education curriculum. It also serves as a management and evaluation tool to monitor a student's progress in the general curriculum and to ensure that the student's special needs are being addressed.

Considerations for Students with Disabilities

Testing Options   According to State Board of Education (SBE) policy HSP-C-003, all eligible students shall participate in the administration of end-of-course assessments (standard test administrations with or without accommodations or an alternate assessment). SBE policy HSP-C-021 states that all students with disabilities including those identified under Section 504 in membership in high school courses in which an end-of-course assessment is administered shall be included in the statewide testing program through the use of state assessments with or without accommodations or an alternate assessment.

Students with disabilities who are following the College University Preparation, College Technical Preparation, or Career Preparation courses of study must meet the EOC assessment requirement of the exit standards.

Information on the standard test administration without accommodations can be found in the Testing Policy chapter of this document.

Information on the accommodations available to students with disabilities is located in the previous subheading.

The North Carolina Checklist of Academic Standards (NCCLAS), is the assessment that has been developed as an alternate for the end-of-course tests. It is an assessment designed for students who need alternate means to demonstrate their academic performance on grade-level concepts. Eligible students with disabilities who have an Individualized Education Program (IEP) and eligible students with limited English proficiency may participate in the NCCLAS instead of taking the standard test, with or without accommodations.

Please note: While the majority of this section does focus on the alternate assessment, it is expected that most students with disabilities will be able to access the standard test administration with or without accommodations. Please refer to Diagram 1, "Navigating the EOC Assessment Requirements" for a graphical representation of the various means of meeting the EOC assessment requirement when using the standard test administration with or without accommodations.

NCCLAS Eligibility Requirements   According to SBE policy HSP-C-021 and the Individuals with Disabilities Education Improvement Act (IDEA), a student's IEP team shall determine whether a student can access the assessment without accommodations, with one or more accommodations, or

Considerations for Students with Disabilities

whether the student should be assessed using a state-designed alternate assessment.

Eligible students with disabilities must have an IEP to be assessed on the NCCLAS and should be those students who are unable to access the paper and pencil test, even with accommodations. *Some* examples of eligible students with disabilities who might require the use of this assessment are:
- students who are newly blinded,
- students with recent traumatic brain injury,
- *some* students with autism for whom all available accommodations have been exhausted and student is still unable to access the standard test administration, or
- students with physical disabilities that prohibit the student being able to manipulate materials and information within the standard tests, even with the use of assistive technology and approved accommodations.

It is expected that most students with disabilities can access the standard test with or without accommodations and that only a small number of students would require the NCCLAS due to their inability to access the standard test.

NCCLAS General Information

The NCCLAS is a course-specific academic alternate assessment in which teachers utilize a checklist to evaluate student performance on course specific standards. Data are collected at the end of the course. This process (1) involves a representative and deliberate collection of student work/information, (2) allows the assessor to make judgments about what a student knows and is able to do, and (3) measures student performance based on specific objectives from the *North Carolina Standard Course of Study*. The assessor completes the assessment in the final thirty days of the course for yearlong courses or final fifteen days of the course for semester-long courses. Final overall goal scores are recorded after the recording of the individual objective scores and are submitted in an online format during the end-of-course testing window. Student profiles are completed at the beginning of the assessment period (mid-year for yearlong or mid-semester for semester courses) and during the final assessment period (last thirty school days for yearlong or last fifteen school days for semester courses). Final goal scoring is completed by two assessors. Evidence must be collected to support the scores, as described in the *Test Administrator's Guide*.

Considerations for Students with Disabilities

Testing Options

NCCLAS and the Exit Standards

When participating in the NCCLAS, students receive results in the form of Achievement Levels I-IV. Achievement Levels III and IV are considered proficient. Students who score Achievement Level III or IV will be considered to have met the exit standard requirement for that EOC assessment.

Please refer to Diagram 2, "Navigating the EOC Assessment Requirements When Using the North Carolina Checklist of Academic Standards (NCCLAS)" for a graphical representation of the following scenarios.

Scenario I: Student passes the course and scores Achievement Level III or above on the EOC assessment. Student has met the EOC assessment requirement for this course.

Scenario II: Student scores Achievement Level III or above on the NCCLAS but does not earn credit for the course. Student meets the EOC assessment requirement for this course but does not meet the course credit requirement.

Scenario III: Student does not score Achievement Level III or above on the NCCLAS but earns credit for the course. A Personal Education Plan (PEP) is required for all students who do not make an Achievement Level III or above on one of the five EOCs required for the exit standards. Documentation of the student's work in the course is begun. Student must receive focused intervention. The PEP, which should be developed by the content and Exceptional Children (EC) teacher together, should be used throughout the focused intervention. For some students with disabilities it may require additional time to adequately complete focused intervention. At the conclusion of the focused intervention, the student must be reevaluated with the NCCLAS or the standard EOC. If the IEP team determines that the student continues to meet the eligibility requirements for NCCLAS, a new evaluation must occur using the documentation that has been gathered during the focused intervention. If the student scores Achievement Level III or above on the reevaluation, the EOC assessment requirement for the course has been met. If the student does not score Achievement Level III or above on the NCCLAS, the student must enter a review process. For EC students, there must be an EC teacher on the review committee. The committee makes a recommendation to the principal who then makes the final determination and decides whether the EOC assessment requirement is waived.
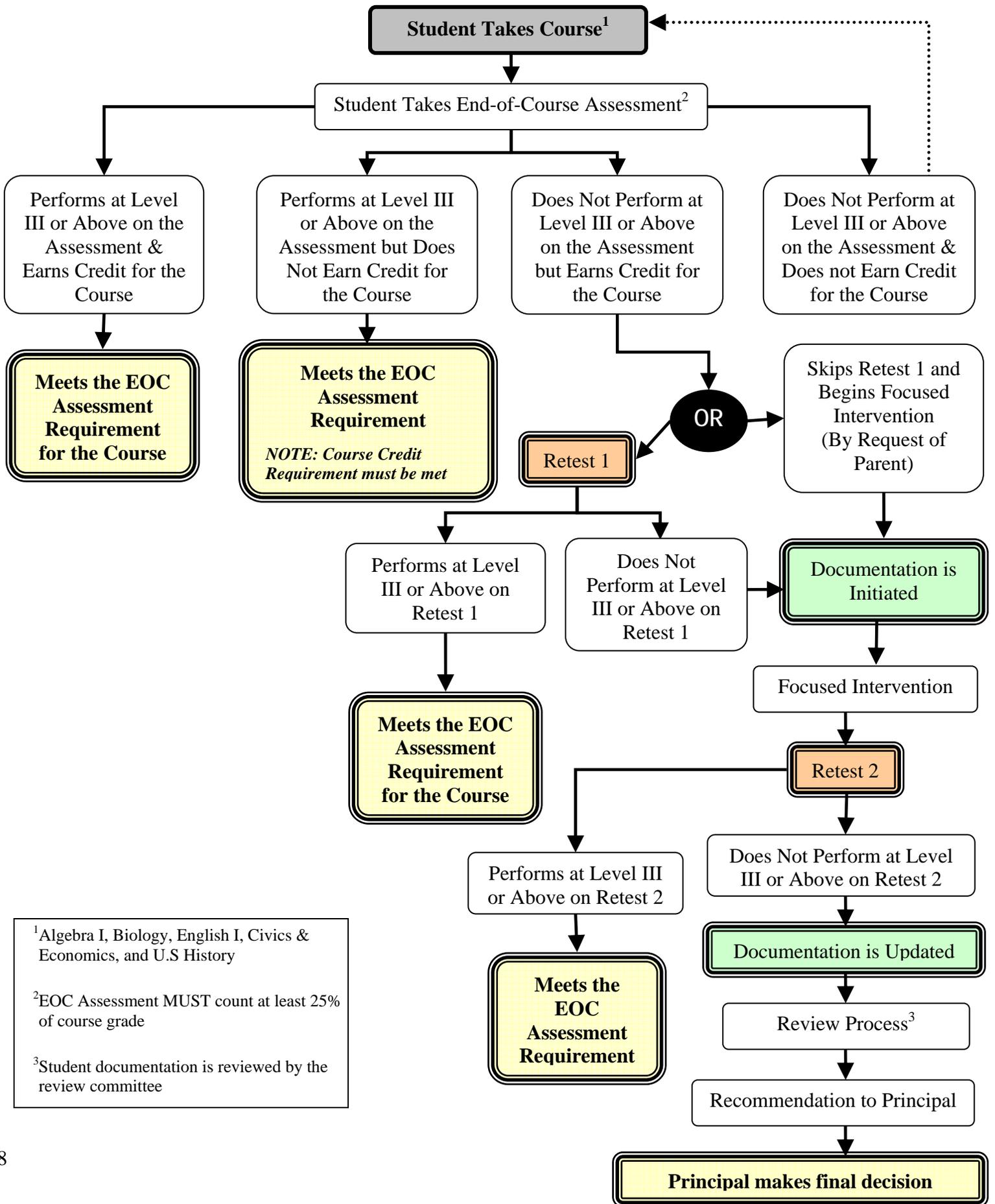
Scenario IV: Student does not score Achievement Level III or

Considerations for Students with Disabilities

Testing Options

above on the NCCLAS and does not earn credit for the course. The student must retake the course and must be assessed at the conclusion of that course.
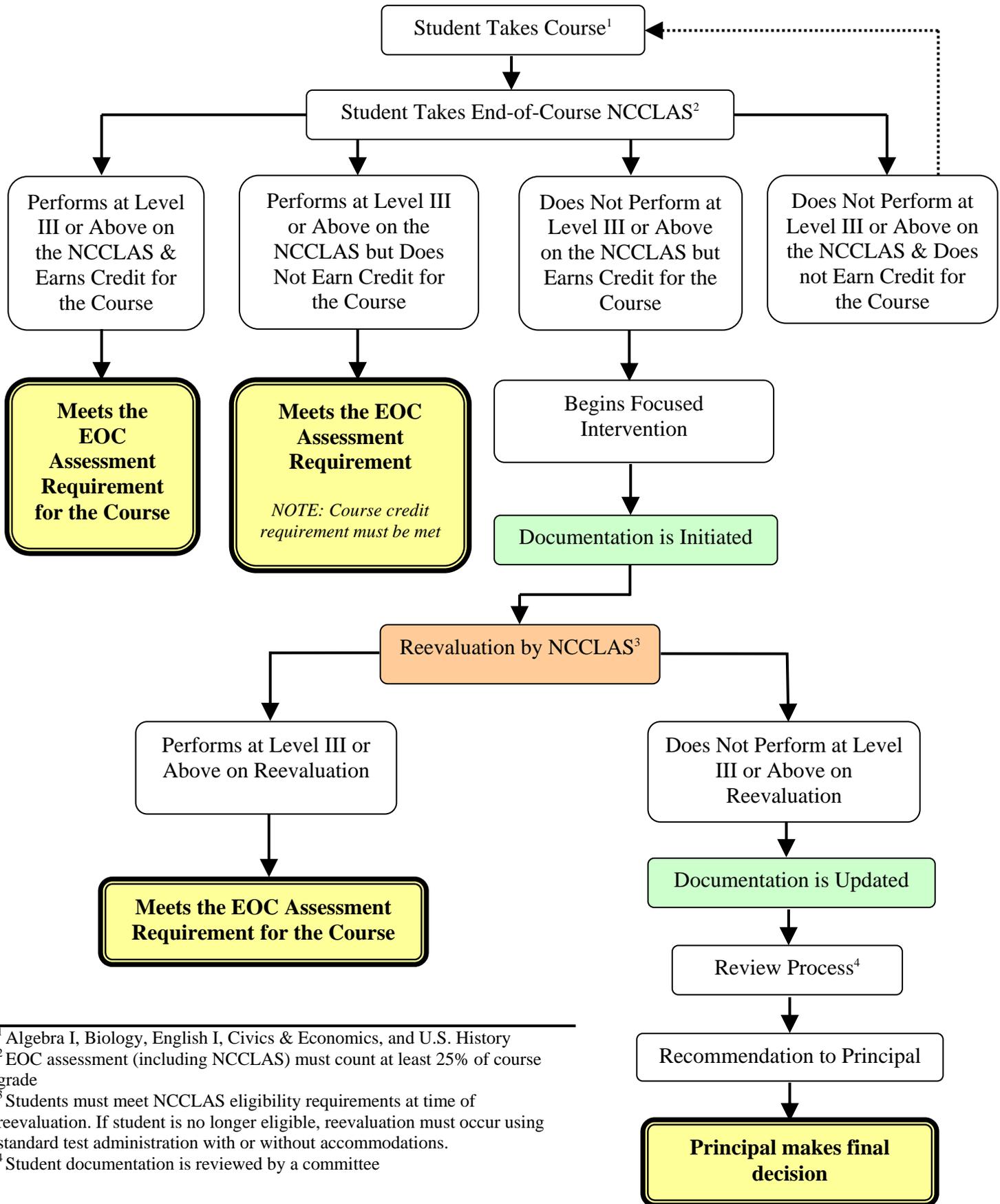
Navigating the EOC Assessment Requirements

Student Takes Course[1]

Student Takes End-of-Course Assessment[2]

Performs at Level III or Above on the Assessment & Earns Credit for the Course

Performs at Level III or Above on the Assessment but Does Not Earn Credit for the Course

Does Not Perform at Level III or Above on the Assessment but Earns Credit for the Course

Does Not Perform at Level III or Above on the Assessment & Does not Earn Credit for the Course

Meets the EOC Assessment Requirement for the Course

Meets the EOC Assessment Requirement

NOTE: Course Credit Requirement must be met

OR

Retest 1

Skips Retest 1 and Begins Focused Intervention (By Request of Parent)

Performs at Level III or Above on Retest 1

Does Not Perform at Level III or Above on Retest 1

Documentation is Initiated

Meets the EOC Assessment Requirement for the Course

Focused Intervention

Retest 2

Performs at Level III or Above on Retest 2

Does Not Perform at Level III or Above on Retest 2

Meets the EOC Assessment Requirement

Documentation is Updated

Review Process[3]

Recommendation to Principal

Principal makes final decision

[1]Algebra I, Biology, English I, Civics & Economics, and U.S History

[2]EOC Assessment MUST count at least 25% of course grade

[3]Student documentation is reviewed by the review committee

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Navigating the EOC Assessment Requirements
When Using the North Carolina Checklist of Academic Standards (NCCLAS)

Student Takes Course[1]

Student Takes End-of-Course NCCLAS[2]

| Performs at Level III or Above on the NCCLAS & Earns Credit for the Course | Performs at Level III or Above on the NCCLAS but Does Not Earn Credit for the Course | Does Not Perform at Level III or Above on the NCCLAS but Earns Credit for the Course | Does Not Perform at Level III or Above on the NCCLAS & Does not Earn Credit for the Course |

Meets the EOC Assessment Requirement for the Course

Meets the EOC Assessment Requirement

NOTE: Course credit requirement must be met

Begins Focused Intervention

Documentation is Initiated

Reevaluation by NCCLAS[3]

Performs at Level III or Above on Reevaluation

Meets the EOC Assessment Requirement for the Course

Does Not Perform at Level III or Above on Reevaluation

Documentation is Updated

Review Process[4]

Recommendation to Principal

Principal makes final decision

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[1] Algebra I, Biology, English I, Civics & Economics, and U.S. History
[2] EOC assessment (including NCCLAS) must count at least 25% of course grade
[3] Students must meet NCCLAS eligibility requirements at time of reevaluation. If student is no longer eligible, reevaluation must occur using standard test administration with or without accommodations.
[4] Student documentation is reviewed by a committee

Appendix A – Personalized Education Plans

STUDENT ACCOUNTABILITY STANDARDS

Recommended Process for Developing Personalized Education Plans (PEPs)
Principals are responsible for coordinating and overseeing the PEP process in their schools.

1. Require grade level/content area teachers or other selected personnel to identify students who failed to meet the Student Accountability Standards (scoring at Level I or II) and require a PEP. Schools are encouraged to develop a PEP for any student who is academically at risk.

2. Establish a process to gather and organize the information specified on the PEP form.

3. Examine the information and thoroughly analyze the strengths and weaknesses of each student identified as needing a PEP.

4. Arrange needs in priority order, if several are identified. Keep in mind that the needs may not always be academic. There may be other barriers contributing to a lack of academic performance.

5. Assemble the appropriate personnel (teacher, counselor, social worker, parent or guardian, principal, and/or assistant principal, etc.) based on each student's needs to review the data and develop a PEP. These persons, along with the parent/guardian, make up the PEP team and are responsible for reviewing the data and developing the PEP. All parties sign off on the completed PEP.

6. Outline the individual responsibilities of each PEP team member, including the parent or guardian, in developing, implementing, and monitoring the PEP.

7. Assess each student's progress on a regular basis. If strategies placed in the plan are not producing the desired results at the first checkpoint or any subsequent checkpoint, the PEP team should meet to discuss needed revisions.

8. Monitor PEP implementation on a regular basis. Keep the PEP where it is accessible to the PEP team members. Hold periodic update sessions with parents or guardians.

9. Include all documentation in the student's permanent file when the intervention period is complete.

10. Develop procedures for transmission of information and files within the school.

APPENDICES

Appendix B – Graduation Project Coordinators (These coordinators assisted with the development of the Graduation Project section of this handbook)

Name		School
Allegra	Aylward	Madison High School
Coleman	Bailey	DH Conely High School
Gina	Beach	Freedom High School
Sarah	Beck	Trinity High School
Rob	Brown	Crest High School
Karen	Burden	Southeast Raleigh High School
Kathy	Burr Bost	Alleghany High School
Maurice	Bush	Gaston County Schools
Joyce	Contreras	Enloe High School
Heather	Conwell	East Burke High School
Latonja	Council	EE Smith High School
Nancy	Cross	Southwestern Randolph High School
Mary Ellen	Cutler	Eastern Randolph High School
Donna	Dowdy	Asheboro High School
Paula	Egelson	SERVE Center at UNCG
Faye	Flynn	Madison High School
Angela	Garcia	St. Stephens High School
Randal	Garrison	Freedom High School
Cynthia	Grimes	Jamesville High School
Lynn	Hartley	Clayton High School
Gladys	Howell	Northside High School
Daniele	Kidd	Southern Nash Agricultural Department
Suzanne	Lujan	Wakefield High School
Debra	McDowell	Trinity High School
Michelle	McLaughlin	Cumberland County Schools
Syndell	Meadows	North Johnston High School
Phyllis	Miller	North Carolina School for the Deaf
Barry	Moody	Enloe High School
Cathy	Napier	Southweastern Randolph High School
Lucas	Pasley	Alleghany High School
Megan	Potter	Greene Central High School
Elaine	Rabon	Ledford High School
Mary	Robinson	Governor Morehead School for the Blind
Judy	Rose	South Johnston High School
Diane	Rutledge	Asheville High School

Appendix B – Graduation Project Coordinators (These coordinators assisted with the development of the Graduation Project section of this handbook)

Consuelo	Schwartz	Pitt County Schools
Lynda	Sharpe	New Hanover High School
Gwen	Shaw	Leesville Road High School
Bonnie	Snyder	Randleman High School
Debbie	Stanley	Hoke County Schools
Glenda	Stephens	Freedom High School
Anne	Stephens	Burke County Schools
Kathleen	Squibb	Clinton City Schools
Carole	Sutton	New Hanover County Schools
Darnell	Tabron	Durham County Schools
Claudia	Thompson	Northeastern High School
John	Thompson	West Stanley High School
Sonny	Tomberlin	Union County Schools
Penelope	Vos	EE Smith High School
Dee Dee	Whitaker	Southwest Guilford High School
Kay	Whitley	Perquimans Co. High School
Angie	Wilcox	Madison High School
Laura	Wilkison	Clayton High School
Cathy	Williams	Enloe High School

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Differentiated
Instruction

Gregory, Gayle (2003).*Differentiated Instructional Strategies in Practice: Training, Implementation and Supervision.* Thousand Oaks, California: Corwin Press.

Hyerle, David, (2000*). A Field Guide to Using Visual Tools.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

Hyerle, David, (1996*). Visual Tools for Constructing Knowledge.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

Marzano, Robert, (2003) *Classroom Management that Works: Research-Based Strategies for Every Teacher.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

McTighe, Jay & Tomlinson, Carol Ann (2006). *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

Nunley, Kathie, (2002) *Layered Curriculum: The Practical Solution for Teachers with More Than One Student.* Kearney, Nebraska: Morris Publishing.

Strickland, Cindy A. & Tomlinson, Carol Ann (2005). *Differentiation in Practice: a Resource Guide for Responsive Teaching.* Alexandria, Virginia: Alexandria, Virginia: Association for Supervision and Curriculum Development.

Tomlinson, Carol Ann, (2003) *Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

Tomlinson, Carol Ann (1999). *The Differentiated Classroom: Responding to the Needs of All Learners.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

Witt, Joe & Beck, Ray (2000). *One Minute Academic Functional Assessment and Interventions.* Sopris West.

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Literacy   Books

Cibrowski, Jean. (1992). *Textbooks and the Students Who Can't Read Them: A Guide to Teaching Content*. Brookline Books.

Daniels, Harvey and Zemelman, Steven. *(*2004). *Subjects Matter: Every Teacher's Guide to Content-Area Reading*, Heinemann, Portsmouth, NH.

Johns, Jerry L. & Lenski, Susan Davis (2001). *Improving Reading: Strategies and Resources,* Third Edition. Kendall/Hunt Publishing Company: Dubuque, Iowa.

Heinemann, (2003). *When Kids Can't Read: What Teacher Can Do*, Kylene Beers.

Schoenbach et. al., (1999). *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*, Josey-Bass. San Francisco.

Stephens, Elaine C. & Brown, Jean E. (2005). *A Handbook of Content Literacy Strategies: 125 Practical Reading and Writing Ideas,* Second Edition. Christopher-Gordon Publishers, Inc. Norwood, Massachusetts.

STEPS Professional Development and Counseling, (2006). *Reading to Learn: A Content Teacher's Guide.* Edith Cowan University. Perth, Australia.

Tovani, Chris, (2000). *I Read It, But I Don't Get It.* Stenhouse Publishing. Portland, Maine.

Web Resources

Reading Next: A Vision for Action and Research in Middle and High School Literacy, a report to Carnegie Corporation of New York
http://www.all4ed.org/publications/ReadingNext/

Six Features of Effective Instruction: Guidelines for Teaching Middle and High School Students to Read and Write Well
http://cela.albany.edu/publication/brochure/guidelines.pdf

A Call to Action: What We Know About Adolescent Literacy and Ways to Support Teachers in Meeting Students' Needs (National Council of Teachers of English Guidelines)

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http://www.ncte.org/about/over/positions/category/read/118622.htm

Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six Through 12 (Site Development Guide #12, Southern Regional Education Board) order from http://www.sreb.org/Programs/hstw/publications/pubs/LiteracyGuide.asp

NCDPI Writing Across the Curriculum Teacher Handbook http://newdev.www.ncpublicschools.org/curriculum/languagearts/secondary/writing/

NC State Improvement Project (NC SIP II) Best Practice Reading/Writing Demonstration Centers

Direct Instruction Reading Resources The NC SIP II has four best practice demonstration centers where teachers can observe special educators implementing research-based reading programs with fidelity. The programs and locations include: Onslow County-Language!, Wake County-Corrective Reading and Reading Mastery, Watauga County-Letterland and Wilson Reading System, Haywood County-Wilson Reading System. Centers in the northeast and southwest will be added during the spring of 2006. Writing program demonstrations will begin in the fall 2006.

Web Resources for Reading

Project Read   (Projectread.com)

Project Read is a research-based language arts program that meets the National Reading Panel's five essential components of effective reading instruction. Designed in 1973 by Dr. Mary Lee Enfield and Victoria E. Greene, Project Read honors diverse learning profiles and provides curricula with lessons built on direct concept teaching, multi-sensory processing, systematic instruction and higher level thinking skills. Project Read curricula and instruction create a captivating, respectful and dignified environment for you and your students.

Sonday System   (SondaySystem.com)

The Sonday System - Learning to Read program enables teachers to use multisensory, structured phonics quickly and successfully because the design is streamlined and uncomplicated. This line of user-friendly programs includes prepared lesson plans and teacher's instructional videos along with a wide array of materials which can be used again and again.

Language!   (SoprisWest.com)

LANGUAGE! teaches literacy explicitly, sequentially, and cumulatively.

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LANGUAGE! features five core components that supply everything needed to teach the curriculum. Students are exposed to various literary genres—including nonfiction, fiction, plays, and poetry—and develop higher-level thinking skills through teacher-led textual analysis.

Lexia-Herman Method   (Hermanmethod.com)

"The Lexia Herman Method" is a multisensory-bihemispheric approach to help students compensate for their visual and auditory processing problems. Students are taught the complete range of reading skills and achieve reading competency upon completion of the program. They master twenty levels of instruction. Each reading level has a spelling and handwriting component to reinforce reading skills.

Lindamood-Bell   (Lindamoodbell.com)

The Lindamood Phonemic Sequencing® (LiPS®) Program successfully stimulates phonemic awareness.   Individuals become aware of the mouth actions which produce speech sounds. This awareness becomes the means of verifying sounds within words and enables individuals to become self-correcting in reading, spelling, and speech.

The Nancibell® *Seeing Stars®: Symbol Imagery for Phonemic Awareness, Sight Words and Spelling Program* successfully develops symbol imagery and directly applies that sensory-cognitive function to sight word development, contextual fluency, spelling and increasing the speed and stability of phonemic awareness. The program begins by visualizing the identity, number, and sequence of letters for the sounds within words, and extends into multi-syllable and contextual reading and spelling.

Including Students with Disabilities

Deschler, Donald & Schumacker, Jean (2006). *Teaching Adolescents with Disabilities: Accessing the General Curriculum.* Thousand Oaks, California: Corwin Press.

Grossman, Herbert (2004). *Classroom Behavior Management for Diverse and Inclusive Schools.* New York: Rowman & Littlefield.

Kame'enui, Edward J., et.al. (2002). *Effective Teaching Strategies That Accommodate Diverse Learners*. Second Edition. Upper Saddle River, New Jersey: Prentice-Hall, Inc.

Mercer, Cecil D., & Mercer, Ann R. (1998). *Teaching Students with Learning Problems*, Fifth Edition. Upper Saddle River, New Jersey: Prentice-Hall, Inc.

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Minskoff, Esther, (2003). *Academic Success Strategies for Adolescents with Learning Disabilities & ADHD.* Baltimore, Maryland: Brookes Publishing.

Murphy, Deborah et al. (2000) *A Handbook of Inclusion Activities for Teachers of Students at Grades 6-12 with Mild Disabilities.* Sopris West.

Stride, June (2004). *Practical Strategies for Including High School Students with Behavioral Disabilities.* Verona, Wisconsin: Attainment Corporation.

Schloss, Patrick J. et al (2000). *Instructional Methods for Adolescents with Learning and Behavior Problems.* Boston, MA: Allyn & Bacon.

Web Resources for Exceptional Children/Special Education

Special Education Resources on the Internet (SERI)
(SERI) is a collection of Internet accessible information resources of interest to those involved in the fields related to special education. http://seriweb.com/ (Download Source: http://www.eduref.org/cgi-bin/res.cgi/Specific_Populations/Special_Education)

Special Connections
Special Connections is a compilation of ideas and materials, funded through the federal Office of Special Education Programs (OSEP), and coordinated through the University of Kansas. Four main areas of focus include Instruction, Assessment, Behavior Plans, and Collaboration. Tools for implementing specific practices, case study materials, and references and resources related to each practice are provided in each module. www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/index.php (Download Source: http://www.eduref.org/cgi-bin/res.cgi/Specific_Populations/Special_Education)

National Center on Student Progress Monitoring
Progress monitoring is used to measure the effectiveness of instruction for an individual student, class, or school. Results are used to make needed adjustments in instructional programs. In special education, progress monitoring can be used to measure student achievement of IEP goals and objectives. This site is sponsored by the National Center on Student Progress Monitoring. http://www.studentprogress.org/ (Download Source: http://www.eduref.org/cgi-

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bin/res.cgi/Specific_Populations/Special_Education)

Intervention Central
Intervention Central is a collection of freely available tools and resources for differentiating classroom instruction, as well as providing effective behavioral intervention and academic assessment, to meet the needs of all students in inclusive settings. The site was created and is maintained by Jim Wright, a school psychologist in Syracuse, NY.
http://www.interventioncentral.org/ (Download Source: http://www.eduref.org/cgi-bin/res.cgi/Specific_Populations/Special_Education)

LD Online
LD Online is a service of WETA, public broadcasting station in Washington, DC. It provides comprehensive information on learning disabilities and general special education services for parents, teachers, and other professionals.
http://ldonline.org/ (Download Source: http://www.eduref.org/cgi-bin/res.cgi/Specific_Populations/Special_Education)

National Center on Educational Outcomes
The National Center on Educational Outcomes is associated with the University of Minnesota and the U.S. Department of Education. It produces and disseminates information on the participation and performance of students with disabilities in statewide assessment programs.
http://education.umn.edu/nceo/ (Download Source: http://www.eduref.org/cgi-bin/res.cgi/Specific_Populations/Special_Education)

Count Me In: Special Education in an Era of Standards
This Quality Counts 2004 report from Education Week examines the issues that accompany the new federal law's requirement that all students, including those with disabilities, perform at the "proficient" level on state tests. (May require free registration.)
http://counts.edweek.org/sreports/qc04/article.cfm?slug=17exec.h23 (Download Source: http://www.eduref.org/cgi-bin/res.cgi/Specific_Populations/Special_Education)

Special Education and the Individuals with Disabilities Education Act
From the National Education Association, links to research and other publications about special education and IDEA.
http://www.nea.org/specialed/index.html (Download Source: http://www.eduref.org/cgi-

bin/res.cgi/Specific_Populations/Special_Education)

Twenty-Five Years of Educating Children with Disabilities (2002)
"This report highlights a variety of statistics showing the progress made during the past quarter century in educating children with disabilities." Published by the American Youth Policy Forum and the Center on Education Policy.
http://www.ctredpol.org/specialeducation/25yearseducatingchildren.htm
(Download Source: http://www.eduref.org/cgi-bin/res.cgi/Specific_Populations/Special_Education)

A Guide to the Individualized Education Program
"The purpose of this guidance is to assist educators, parents, and State and local educational agencies in implementing the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) regarding Individualized Education Programs (IEPs) for children with disabilities, including preschool-aged children." Provided by the Office of Special Education and Rehabilitation Services, U.S. Department of Education.
http://www.ed.gov/parents/needs/speced/iepguide/index.html
(Download Source: http://www.eduref.org/cgi-bin/res.cgi/Specific_Populations/Special_Education)

Developing Legally Correct and Educationally Appropriate IEPs
This article provides an overview of the IEP process and includes guidelines to assist schools.
http://www.ldonline.org/ld_indepth/iep/legally_correct_ieps.html
(Download Source: http://www.eduref.org/cgi-bin/res.cgi/Specific_Populations/Special_Education)

Special Education Resources on the Internet (SERI)
(SERI) is a collection of Internet accessible information resources of interest to those involved in the fields related to special education.
http://seriweb.com/ (Download Source: http://www.eduref.org/cgi-bin/res.cgi/Specific_Populations/Special_Education)

National Institute for Urban School Improvement
Funded by the US Department of Education, Office of Special Education Programs, the National Institute for Urban School Improvement seeks to combine the reform efforts pertaining to special needs children with general reform efforts for all children in urban schools. http://www.edc.org/urban/ (Download Source: http://www.eduref.org/cgi-bin/res.cgi/Specific_Populations/Special_Education)

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Online Communities

SPECED-L
Special education issues discussion.
To subscribe, address an e-mail message to:
LISTSERV@LISTSERV.UGA.EDU
In the message body type: SUBSCRIBE SPECED-L Your First and Last Name (Download Source: http://www.eduref.org/cgi-bin/res.cgi/Specific_Populations/Special_Education)

Special Education Chatboard at Teachers.net
This resource facilitates networking and communication between Special Education teachers across the globe.
http://teachers.net/mentors/special_education/ (Download Source: http://www.eduref.org/cgi-bin/res.cgi/Specific_Populations/Special_Education)

Organizations

Council for Exceptional Children
1110 N. Glebe Rd.
Arlington, VA 22201-5704
Tel: 703/620-3660
Toll Free: 888/CEC-SPED
TTY: 703/264-9446
Fax: 703/264-9494
http://www.cec.sped.org

National Clearinghouse for Professions in Special Education
1110 N. Glebe Rd.
Arlington, VA 22201-5704
Toll-free: 1-800-641-7824
Phone: (703) 264-9476
TTY: (703) 264-9480
Fax: (703) 264-1637
E-mail: ncpse@cec.sped.org
http://www.specialedcareers.org/

National Association of State Directors of Special Education (NASDSE)
1800 Diagonal Road, Suite 320
Alexandria, VA 22314
Phone: (703) 519-3800
TTY: (703) 519-7008
Fax: (703) 519-3808
Email: http://www.nasdse.org/contactus.cfm
http://www.nasdse.org/home.htm

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Mathematics Programs	**Transitional Mathematics** (http://www.Transmath.com) *Transitional Mathematics* is a comprehensive intervention program that reaches middle school students who are at or below the 40th percentile in math. The design of *Transitional Mathematics* is also based on one of the key findings from the Third International Mathematics and Science Studies (TIMSS). Specifically, the studies indicate that students should explore fewer topics in greater depth (Schmidt, McKnight, & Raizen, 1997). The topics in the *Transitional Mathematics* program correlate with the topics that are recommended in the NCTM Standards (2000) that clearly exceed the narrow range of skills that secondary remedial and special education students tend to practice.

Cognitive Tutor® (http://www.carnegielearning.com)
Cognitive Tutor® is designed to teach algebra with interactive computer software in personalized computer sessions. The software uses "model tracing" (responding to every student's individual problem-solving strategies) and "knowledge tracing" (assessing student progress on mastering skills and concepts to solve problems and then identifying the strengths and weaknesses of the approach). Topics within Cognitive Tutor® include organizing single-variable data, simplifying linear expressions, mathematical modeling, solving systems with linear equations, solving problems using proportional reasoning, and powers and exponents.

I Can Learn Education Systems (http://www.icanlearn.com)
Interactive Computer-Aided Natural Learning (I CAN Learn®) is an education software system that delivers algebra and pre-algebra courses to middle and high school students. Universities and community colleges are also adopting the I CAN Learn® system for remedial and developmental math programs. The I CAN Learn® curriculum is designed for students to work at their own pace in a classroom with a one-to-one ratio of students to computers. Each interactive lesson uses the direct instruction method and includes a pretest, review, lesson presentation, guided practice, and posttest. Also included are cumulative reviews, real-world applications, and cumulative tests to determine retention.

Academic Interventions Using the Principles of Universal Design for Learning (UDL)	Special Connections is funded through the federal Office of Special Education Programs (OSEP) and coordinated through the University of Kansas. Their website provides a variety of useful materials for general and special education teachers. This includes a detailed module on Universal Design for Learning: http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/main.php?cat=instruction&section=main&subsec

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tion=udl/main

	Journals/Books
Instructional resources for teachers of deaf or hearing impaired students.	*American Annals of the Deaf.* Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD). *Deafness and Education International.* London: Whurr Publishers *Journal of Deaf Studies and Deaf Education.* Oxford University Press. *NTID Selected Readings in Deaf Education: Comprehensive Bibliography:* http://www.rit.edu/~468www/publicationbyprof.php3?fid *Sign Language Studies.* Washington, DC: Gallaudet University Press *The Volta Review.* Alexander Graham Bell Association. *Volta Voices:* Alexander Graham Bell Association. Web Resources AG Bell Association: http://www.agbell.org/ ASHA: http://www.asha.org/public/hearing/disorders Auditory Verbal International: http://www.auditory-verbal.org/ CEC-Division of Communication Disabilities and Deafness: http://education.gsu.edu/dcdd/ Captioned Media Program: http://www.cfv.org/ Council on Education of the Deaf: http://www.deafed.net/ Deaf Resource Library http://www.deaflibrary.org/ Deaf and Hearing Impaired, Exceptional Children Division, North Carolina Department of Public Instruction (http://www.ncpublicschools.org/ec/exceptionality/deaf/). This website gives contact information for educational services in North Carolina for

students who are deaf or hearing impaired.

Laurent Clerc Deaf Education Center: http://clerccenter.gallaudet.edu/

National Cued Speech Center: http://www.cuedspeech.org/

NICHCY: http://www.nichcy.org/pubs/factshe/fs3txt.htm

Shodor Foundation SUCEED-HI Program:
http://www.shodor.org/succeedhi/

Instructional resources for teachers of visually impaired students.

Journals/Books

Holbrook, M.C. & Koenig, A.J. (Eds.) (2000). Foundations of education (2nd ed.) Volume I: History and theory of teaching children and youths with visual impairments. NewYork: American Foundation for the Blind. The comprehensive textbook that addresses all areas in the education of children with visual impairments.

Journal of Visual Impairment. Albany, New York: American Foundation for the Blind.

Koenig, A.J., & Holbrook, M.C. (Eds.). (2000). Foundations of education (2nd ed.) Volume II: Instructional stategies for teaching children and youths with visual impairments. New York: American Foundation for the Blind.

Spungin, Susan J., editor. (2001) When you have a visually impaired student in your classroom: A guide for teachers. New York: American Foundation for the Blind. An excellent and very readable book that gives guidance to classroom teachers on appropriate expectations, instructional strategies and materials for students with visual impairments.

Web Resources

Access STEM: Making science labs accessible to students with visual impairments or other disabilities (http://www.washington.edu/doit/Stem/science.html). Ideas include: allowing the blind student to work with a lab partner and entering observation data described by the partner; using a glue gun to make raised line drawings; using talking thermometers and tactile timers; and using clear verbal descriptions of demonstrations or visual aids.

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American Foundation for the Blind (http://www.afb.org). The leading national nonprofit organization to address policies and possibilities for people with vision loss.

American Printing House for the Blind (http://www.aph.org). The largest producer of instructional materials for children and adults with blindness or visual impairments.

Making Text Legible: Designing for People with Partial Sight (http://www.lighthouse.org/print_leg.htm). Ten basic guidelines to address print access for students with partial sight, including contrast, type color, point size, leading, font family, font style, letter spacing, margins, paper finish, and distinctiveness.

North Carolina Library for the Blind and Physically Handicapped (http://statelibrary.dcr.state.nc.us/lbph/lbph.htm) . A special public library that circulates books and magazines especially made for persons who cannot use regular printed material because of a visual or physical disability.

Teaching Mathematics to Students with Visual Impairments (http://www.tsbvi.edu/math/index.htm). A valuable site illustrating strategies and materials for effectively teaching mathematics concepts and skills to students with blindness or low vision.

Visually Impaired, Exceptional Children Division, North Carolina Department of Public Instruction (http://www.ncpublicschools.org/ec/exceptionality/visual/) . This website gives contact information for educational services in North Carolina for students with visual impairments.

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Appendix D- Frequently Asked Questions

1. **When do the high school exit standards go into effect?** The exit standards will go into effect for the entering freshmen beginning with the 2006-07 school year and will apply for subsequent classes thereafter.

2. **Will the exit standards be applicable for all high school students?** The exit standards will be applicable for all students regardless of their high school course of study and whatever their classification; i.e., exceptional children or English as a Second Language. There will be additional considerations that are applicable to exceptional children primarily with regards to testing considerations.

3. **What are the major changes for graduation requirements as the result of the new exit standards?** In addition to having to pass the five end-of-course exams, students will be required to complete a Graduation Project. For specifics regarding the Graduation Project requirement, please refer to the section in this Guide addressing Graduation Projects.

4. **Who will determine the state-wide rubric used for judging Graduation Projects?** A collection of validated rubrics for each component of the Graduation Project will be included in the Graduation Project Implementation Guide that will be distributed to schools in the Fall of 2006.

5. **What assistance will be provided to students for preparing the graduation exit projects? Assistance on giving presentations, etc.** Each student is to have a Graduation Project Advisor who will be involved in the following:
   a. Approve the student's topic in coordination with other teachers.
   b. Guide the student through all components of the project.
   c. Instruct the student in the proper form and process for writing the research paper.
   d. Collect and evaluate all written documentation pertaining to the Student Activity Checklist.

6. **Will students who are in an apprenticeship program be able to use apprenticeship as their Graduation Project?** Yes. Apprenticeship, in addition to the other types of work-based learning, can be incorporated into the Graduation Project.

7. **Will colleges/universities recognize honors courses in their admission decisions?** Admission decisions and/or requirements are determined by the institutions of higher education.

8. **Will four-year North Carolina colleges and universities accept advanced placement or honors courses for college credit?** Satisfactory completion of Advance Placement courses by high school students can earn students college credit.

9. **Will students be able to select their own topics for Graduation Projects or will these be determined by the school system?** Students will be able to select their own topics for Graduation Projects but topics/projects will require approval by the school's project graduation committee.

10. **Will a student have to achieve a certain level on the Graduation Project to meet graduation requirements?** Yes. They must pass this requirement in order to meet graduation requirements.

11. **When will the rubric for the Graduation Projects be available?** Fall of 2006.

12. **Will there be clear statewide standards for project requirements?** Yes.

13. **Who will monitor Graduation Projects?** Each student will have an advisor. The school will have a Graduation Project Coordination Committee and there will be a Graduation Project Review Committee at each school.

14. **Will students and parents be provided a copy of the grading rubric used for judging?** Yes. Each school/school system should ensure that both students and their parents have access to the grading rubrics and that they are well informed as to the graduation requirements and the Graduation Project requirements.

15. **How is professional development going to be handled for those who are supporting and evaluating Graduation Projects?** Each high school principal will be responsible for establishing a budget and timeline for staff development, resources, interventions and acceleration methods and programs.

16. **Will the exit standards affect the College Tech Prep scholarship?** No.

17. **Who will monitor the community-based aspect of the Graduation Project?** The individual student's project graduation advisor at the student's school.

18. **Will the state provide examples of how communities fund mentors and judges to assist with the projects?** No. Typically, mentors and judges serve in a voluntary capacity and do not require funding.

19. **When will honors and advanced placement courses be offered for Career Technical course and which pathways are not included**? Honors course are available for selected CTE courses; please check the Honors Course Implementation Guide

20. **If community people will be used in judging, will they have training to assist in identifying the mastered objectives?** Yes, each school district should establish a training program for community member who will serve as mentors or judges**.**

21. **What type of marketing will be provided by the school system or state to inform students and parents about the exit standards?** A series of information sessions will be conducted to inform school personnel in Fall, 2006.

22. **Who will provide the resources to pay for End-of-Course remediation?** Funds are provided for students who score at Level 1 and 2 on grades 3-8. The General Assembly has not appropriated funds for 9-12 remediation at this time.

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23. **Will remediation take place during the school day for students who rely on bus transportation or only after regular school hours?** This is a local decision

24. **What type of information should be included in the portfolio referred to on the DPI website? Will specific guidelines be given for portfolio contents? Who will compile the portfolio, student or teacher?** Please note Chapter Three on the Graduation Project for specific information regarding the contents of a student's portfolio. The student completes the portfolio.

25. **What criteria will be used to determine a principal's final decision regarding graduation – local or state guidelines?** Most districts will use a combination of local and state guidelines. The state's criteria are the minimum.

26. **Will passing the EOC be with one SEM?** Yes

27. **Will the Committee consider time restraints for a review committee to meet and make pass/fail decisions for all affected 12th graders to ensure that the students will be able to participate in graduation? (Sometimes the turn around time between the EOC testing and graduation is a matter of days.)** NCDPI recommends that the review committee take all factors into consideration when planning the review committee meeting. The LEAs facilitate review committee meetings; careful consideration is given in the planning of review committee meetings.

28. **What support will there be for at-risk students?** Please note the section on Intervention.

29. **Can a school system use their existing rubric to grade their Graduation Projects?** State endorsed rubrics will be provided.

30. **The CTE Advanced Studies Framework parallels the Graduation Project exit requirements. Could DPI develop rubrics similar to those utilized in CTE Advanced Studies to prevent students (seniors) enrolled in CTE Advanced Studies from having to complete two major projects during their senior year?** Advanced Studies may be used to complete requirements for the Graduation Project.

31. **Where will funding come for the Graduation Project?** Over 100 schools currently require Graduation Projects for graduation. These projects are completed without additional funding.

32. **Can the Graduation Project begin in the freshman year?** The Graduation Project should culminate in the senior year and be benchmarked throughout the high school program of study.

33. **What will be the minimum/maximum time between retesting?** If a student scores below Achievement Level III on an end-of-course test (i.e. standard administration with or without accommodations) the student shall be given a retest no later than three weeks from the receipt of test results. If a student fails to meet the standard on the retest, the student must be provided focused intervention. At the end of the focused intervention, the student is given another retest opportunity

34. **After two retests, do we enter review in order to determine proficiency?** Yes

35. **What financial assistance will be available to small, poor school systems?** Low wealth districts receive supplemental low wealth funding.

36. **How are we going to track transfer students to ensure they meet the graduation requirements?** Transfer students will be followed by the principal, homeroom teacher, academic advisor, or Graduation Project coordinator to ensure they meet the graduation requirements.

37. **What happens to the high school student if they don't make the standard?** High school exit standards are required to receive a high school diploma.

38. **What provisions are being made for exceptional children students who have to retake Algebra I year after year and therefore will not have enough credits to graduate?**

Students with disabilities entering high school lacking the fundamental computation and problem-solving skills required to be successful in high school mathematics classes should be provided extensive intervention through additional mathematics classes and individualized instruction prior to enrolling in a traditional Algebra I class or an Algebra IA class. This intervention should include specialized instruction designed to address the student's identified gaps or weaknesses in mathematics. The instructional interventions should be provided by "highly qualified" general education and/or exceptional children (EC) teachers.

Some high schools have students enroll in *Introductory Mathematics* as their first high school mathematics class. If the class is not an "inclusion" class being taught cooperatively by an EC teacher and a general education teacher, the student may need to have supplemental resource room instruction. Naturally, the student would receive all instructional and testing modifications, supplemental aids and services identified in their Individualized Education Program (IEP) regardless of class setting.

After the student successfully completes *Introductory Mathematics,* a decision must be made by the student and his family (with guidance from the school) regarding the appropriate class to choose as a second mathematics class. The choices would include taking *Algebra I*, taking *Algebra IA*, or taking a course such as *Foundations of Algebra*. The appropriate course chosen would depend on the demonstrated skills of the student and his/her readiness for Algebra I. By providing preparation and interventions upfront for students, high schools can avoid having large numbers of students with disabilities repeating Algebra I.

If a student successfully completes *Algebra I,* he/she should be encouraged to enroll in geometry and *Algebra II* to ensure that they have the mathematics courses needed to pursue post-secondary education and graduation under the College/Tech Prep or the College/University Courses of Study. Under existing SBE policy if the student completes only *Introductory Mathematics, Foundations of Algebra,* and *Algebra I* or *Algebra IA* and *IB* they have only completed the mathematics graduation course of study requirements (3 credits, including Algebra I) outlined in the Career Course of Study. Completion of only the Career Course of Study requirements limits

a student's choices for post-secondary education and does not provide the highest level of high school mathematics rigor and therefore, should be recommended only in rare circumstances

39. **Can students complete the project before their senior year?** The project should culminate in the student's senior year.