

*Person responsible for SBE agenda materials and SBE policy updates: Amy Bain, 919-807-3817

**NORTH CAROLINA STATE BOARD OF EDUCATION
POLICY MANUAL**

POLICY IDENTIFICATION

PRIORITY: HIGH STUDENT PERFORMANCE

CATEGORY: STUDENT ACCOUNTABILITY STANDARDS/GRADUATION
REQUIREMENTS

POLICY ID NUMBER: HSP-N-003

POLICY TITLE: 16 NCAC 6D .0502 STUDENT ACCOUNTABILITY STANDARDS

CURRENT POLICY DATE: ~~01/06/2005~~11/06/2008

OTHER HISTORICAL INFORMATION: PREVIOUS BOARD DATES: 12/01/1999,
01/10/01, 02/01/01, 06/07/2001, 03/04/200401/06/2005.

STATUTORY REFERENCE: GS 115C-12(9B); GS 115C-81(B)(4); NC CONSTITUTION,
ARTICLE IX, SECTION 5

**ADMINISTRATIVE PROCEDURES ACT (APA) REFERENCE NUMBER AND
CATEGORY:** 16 NCAC 6D .0502

***** BEGIN POLICY *** (DO NOT TAMPER WITH THIS LINE)**

I. Student Accountability Standards for Grades 3, 5, and 8

A. Grade 3. In addition to meeting local promotion requirements, a student at grade 3 shall demonstrate his or her proficiency by having assessment scores at Level III or above on end-of-grade assessments in both reading and mathematics. A student who scores at Level III or above and who meets all local promotion requirements shall be promoted to grade 4 unless the school principal shall determine otherwise in consultation with teacher(s).

B. Grade 5. In addition to meeting local promotion requirements, a student at grade 5 shall demonstrate proficiency by having assessment scores at Level III or above on end-of-grade assessments in both reading and mathematics. A student who scores at Level III or above on reading and mathematics and who meets all local promotion standards shall be promoted to grade 6, unless the school principal shall determine otherwise in consultation with teacher(s).

C. Grade 8. In addition to meeting local promotion requirements, a student at grade 8 shall demonstrate proficiency by having assessment scores at Level III or above on an end-of-grade assessment in both reading and mathematics. Students who score at Level III or above on reading and mathematics and who meet all local promotion standards shall be promoted to grade 9 unless the school principal shall determine otherwise in consultation with teacher(s).

II. Student Accountability Standards for High School

- A. In order to receive a North Carolina high school diploma, a student who enters grade 9 for the first time in 2009–10 or beyond and who follows the Future-Ready Core as defined in State Board of Education policy HSP-N-004 (16NCAC 6D .0503) must meet the following standards of proficiency:
1. Score at Level III or above on the end-of-course (EOC) assessment for English I, Algebra I, U.S. History, Biology, and Civics and Economics; and
 2. Successfully complete a North Carolina Graduation Project in accordance with HSP-N-009; and
 3. Pass the appropriate edition of the North Carolina Test of Computer Skills
- B. In order to receive a North Carolina high school diploma, a student who entered grade 9 for the first time prior to 2009–10 must meet the following standards for proficiency:
1. A student who entered grade 9 for the first time in 2006–07 through 2008–09, who is following the career preparation, college technical preparation, or college/university preparation course of study as defined in State Board of Education policy HSP-N-004 (16NCAC 6D .0503) must meet the following standards of proficiency:
 - a. Score at Level III or above on the end-of-course (EOC) assessment for English I, Algebra I, U.S. History, Biology, and Civics and Economics; and
 - b. Successfully complete a North Carolina Graduation Project in accordance with HSP-N-009 and
 - c. Pass the appropriate edition for the North Carolina Test of Computer Skills
 2. A student who entered grade 9 for the first time prior to 2006–07 must meet the following standards of proficiency:
 - a. Demonstrate their competency in reading and mathematics by either:
 1. Attaining Level III or Level IV on the eighth grade end-of-grade reading and mathematics tests; or
 2. Passing the North Carolina Competency Tests of Reading and Mathematics; or
 3. Using other approved measures.
 - b. Pass the appropriate test edition for the North Carolina Test of Computer Skills.
- C. In order to receive a North Carolina high school diploma, a student who follows the Occupational Course of Study, regardless of the year entering grade 9, must meet the following standards of proficiency :
1. Complete rigorous exit standards as outlined in State Board of Education policy HSP-N-004 (16 NCAC 6D .0503) and
 2. Demonstrate computer proficiency as documented in the student’s IEP.

III. Remediation/Intervention

A. Focused intervention

1. School districts shall provide focused intervention to all students not meeting 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

student's performance to proficient.

2. 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.
3. A student who scores below Level III on an end-of-grade test shall be given a second administration of the test unless the parents elect for the student not to be retested. In this case, the child shall be deemed to have accepted participation in focused intervention.

B. Review Procedures:

1. For any student who does not score at Level III or above on an End-of-Grade test, and any student who does not score at Level III or above on an End-of-Course test required for high school graduation, the following procedures apply:
 - a. A teacher or a parent may request a promotion for a student scoring below Level III.
 - b. Prior to convening a promotion review hearing, the LEA will determine whether or not to require the student to take a retest or be subject to focused intervention as set forth in Section A above.
 - c. Upon a request by the parent or teacher, or at the discretion of school administration, and when deemed appropriate by the LEA, a review committee will be convened to review a promotion request.
 - d. The review committee will be appointed by the LEA, and will be comprised of teachers, and either principals from other schools or central office administrators, and special education personnel if the student is identified as a special needs student.
 - e. The committee will review documentation presented by teachers on behalf of the student, including but not limited to: student work samples, test data other than the EOG or EOC; information from parents; information from the IEP, if applicable; and any other information tending to verify that the student is at grade level.
 - f. The student's parent shall be permitted an opportunity to be present at the review and to speak on the student's behalf.
 - g. the decision of the review committee is final subject to the principal's authority to grade and classify pupils G.S. §115C-288(a).

C. Remediation/Retesting Procedures for Computer Proficiency

1. Regardless of the year a student was administered the computer skills test for the first time (i.e., sixth, seventh, or eighth grade), students who have not met the computer proficiency requirement must have at least one opportunity per year to take the test until the requirement has been met.
2. Until the graduation requirement has been met, a student who has not met this standard must be provided focused remedial instruction.
3. Any student who has failed to pass the computer skills test by the end of the last school month of the year in which the student's class graduates may receive additional remedial instruction and continue to take the computer skills test during regularly scheduled testing until the student reaches maximum school age.

IV. Promotion and Retention Decisions

1. Promotion or retention decisions shall be made by the principal according to state and local policy and discretion, and
2. Promotion and retention decisions must take into account test scores and other information which may indicate a student's level of proficiency.

~~.0502 Student Accountability Standards~~

~~(a) Gateway 1—Grade 3. In addition to meeting local promotion requirements, students in grade 3 shall demonstrate proficiency by having assessment scores at Level III or above on end-of-grade assessments in both reading and mathematics. Students who score at Level III or above and who meet all local promotion requirements shall be promoted to grade 4 unless the school principal shall determine otherwise in consultation with teacher(s). These requirements shall become effective with the 2001-02 school year.~~

~~(b) Gateway 2—Grade 5. In addition to meeting local promotion requirements, students in grade 5 shall demonstrate proficiency by having assessment scores at Level III or above on end-of-grade assessments in both reading and mathematics. Additionally, LEAs shall use the grade 4 writing assessment as a screen to determine whether students are making adequate progress in developing writing skills. If a student has not scored at or above grade level proficiency as defined in Rule .0501(3) of this Section on the grade 4 writing assessment, the school shall provide intervention and assistance to develop writing skills. The principal and teacher(s) shall use locally developed and scored writing samples during grade 5 to determine if students have made adequate progress in order to be promoted to grade 6. Students who score at Level III or above on reading and mathematics, who meet all local promotion standards, and who make adequate progress in writing shall be promoted to grade 6, unless the school principal shall determine otherwise in consultation with teacher(s).~~

~~(c) Gateway 3—Grade 8. In addition to meeting local promotion requirements, students in grade 8 shall demonstrate proficiency by having assessment scores at Level III or above on an end-of-grade assessment in both reading and mathematics. Additionally, the LEA shall use the grade 7 writing assessment as a screen to determine whether students are making adequate progress in developing writing skills. If a student has not scored at or above grade level proficiency as defined in Rule .0501(3) of this Section on the grade 7 writing assessment, the school shall provide intervention and assistance to develop writing skills. The principal and teacher(s) shall use locally developed and scored writing samples during grade 8 to determine if students have made adequate progress to be promoted to grade 9. Students who score at Level III or above on reading and mathematics, who meet all local promotion standards, and who make adequate progress in writing shall be promoted to grade 9 unless the school principal shall determine otherwise in consultation with teacher(s).~~

~~(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.~~

~~History Note:—Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5; Eff. December 1, 1999;~~

~~Amended Eff. January 2, 2006; August 1, 2001.~~