

**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-000

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

Current Policy Date: ~~03/02/2006, 11/06/2008~~ [12/4/2008](#)

Other Historical Information: Previous board dates: 02/02/1995, 08/07/1996, 11/05/1998, 04/01/1999, 10/07/1999, 10/07/04, 03/03/05, 04/07/2005, ~~03/02/2006~~

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

Proficiency Guidelines

~~1. Standards for proficiency~~

~~For students in grades 3 through 8, the standard for grade-level proficiency shall be a test score at Achievement Level III or above on end-of-grade tests in reading and mathematics.~~

~~Students who entered the ninth grade in 1994-95 through 2005-06 and have not met the competency requirements of Achievement Level III (without the standard error of measurement) or Achievement Level IV on the grade 8 end-of-grade reading and/or mathematics tests/retests or who have not met the competency standard on other approved measures must take and pass the competency test(s) in the content area (i.e., reading and/or mathematics) to attain the required minimum standard for graduation. In addition, these students must meet all other state and local requirements for graduation.~~

~~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.) 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.~~

~~2. Remediation/Intervention~~

~~School districts 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 these students' performance to proficient.~~

~~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. Review Procedures~~

~~For students who do not score at Achievement Level III or above on the end-of-grade reading and mathematics tests and for students at grades 5 and 8 who are not making adequate progress in developing writing skills, the school district shall follow these procedures as set forth in Rule .0504.~~

~~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.~~

~~4. Resources~~

~~Existing funding resources are to be used to provide focused assistance which is designed to improve these students' performance to proficient. Practically all state and federal funds, through the waiver process, can be used for this purpose. Examples of funds which may be used include:~~

- ~~-Regular ADM~~
- ~~-Summer School~~
- ~~-Dropout Prevention~~
- ~~-Title I~~
- ~~-Low wealth funds~~
- ~~-Small District~~

~~5. Promotion and Retention Decisions~~

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

~~6. Reporting~~

~~The Department of Public Instruction shall provide a mechanism for LEAs and schools to report annually their progress in increasing the number of students who meet the standard for grade-level proficiency. Percentages of students above grade-level proficiency and those who have moved from Level I to Level II shall be used to compare progress from year to year.~~

~~Effective with the 2006-07 school year, LEAs and schools shall report annually the number and percent of students performing at Achievement Level III or above on the EOC assessments required for meeting the exit standards.~~

~~7. Standardized Transcript~~

~~The NC standardized high school transcript certifies a level of proficiency in high school courses through both grades and test scores.~~

- ~~(A.) the LEA shall include each student's end-of-course assessment results in the student's permanent records and high school transcript; and~~
- ~~(B.) the LEA 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.~~

~~In order to inform parents and students of student progress, the transcript shall be issued to students at the end of each school year.~~