

Transylvania County students shall meet local Board of Education promotion (Policy IKE), attendance (Policy JE-R), and test standards to be eligible for promotion or secondary course credit.

Test Standards

Students in grades 3-8 must achieve at or above a Level III on the North Carolina End-of-Grade Tests in reading and mathematics to be eligible for promotion. Students in grades 4 and 7 must achieve at or above Level III on the North Carolina writing tests in order to be promoted to the next grade.

Students must achieve at or above a Level III on the North Carolina End-of-Course Tests to be eligible for course credit. The End-of-Course (EOC) test results shall count twenty-five percent (25%) of a student's final grade in each high school course for which an EOC is available. Beginning with the freshman class of 2005-2006, tenth graders must achieve at or above Level III on the North Carolina writing test in order to graduate.

Diploma Standards *(effective beginning with the class of 2003)*

To receive a North Carolina high school diploma, all students must:

- Meet all existing local and state graduation requirements;
- Achieve a passing score on the North Carolina Competency Test; and
- Achieve a passing score on both parts of the computer skills test.

Opportunities for Students Not Meeting the Standard

The teacher shall confer with the parent/guardian of students not meeting test standards. Parental contact shall be within two (2) working days of the teacher's receipt of test results, when possible. The teacher shall discuss (via telephone or in person) with the parent/guardian the following remedial options:

Grades 3-8	Grades 9-12
Retest with remediation (5 hours)	Retest with remediation (5 hours)
Summer school (20 hours remediation in each subject) retest	After-school/summer school (20 hours remediation in each subject) retest
120 hours of documented seat time in each subject failed prior to third retest	120 hours of documented seat time in each subject failed prior to third retest
Grade retention	Repeat course

Students participating in the above remedial option(s) shall be given the opportunity to retest on the designated retest day(s). At least five (5) hours of remedial instruction shall be provided before retesting unless waived by the parent/guardian in writing. A request to waive the five hours of remediation automatically puts their son/daughter in summer school.

Transylvania County Schools shall not charge a fee for summer school.

Each school shall develop and annually evaluate/modify an intervention plan "safety nets" program for students. By the end of the first school month, each school must submit this plan to the Board.

Each student not on grade level or not making adequate progress toward graduation shall have a Personalized Education Plan developed cooperatively by the student, parent, and teachers(s). Each Personalized Education Plan shall include intervention and monitoring strategies.

High School Diploma Standards

High school students who do not receive a passing score on the competency test and/or the computer skills test will be given the opportunity to retest within a reasonable time from receipt of the test results after five (5) hours of focused intervention.

Waivers From End-of-Course Testing Standard(s)

For students entering high school before 2005-2006, a waiver may be considered by a principal in grades 9-12 for students who have passed the teacher's standards and met promotion (Policy IKE) and attendance (Policy JE-R) standards when the student has had the first EOC retest, attended summer school passing the teacher's standards, and had the second retest. Students failing the second retest and failing the teacher's standards in summer school must have 120 hours of documented seat time in the failed subject and take a third retest to qualify for a waiver.

For freshmen that entered the ninth grade on or before 2005-2006, a student may receive a waiver when the student repeats the failed course(s) and passes the teachers' standards and passes the EOC or takes the first retest.

Beginning with the freshman class of 2006-2007, the state has changed the requirements for issuing waivers for students who fail End-of-Course tests in English 9, Algebra 1, Biology, U.S. History, and Civics and Economics. When a student requests a waiver (after repeating the course the second time and passing the teachers' standards in these subjects), the student must pass with a minimum score of at least one standard error of measure below Level III on the first retest.

Students entering high school in 2006-2007 and beyond (using the 120 hour documented seat time option for a waiver) must pass the teacher's standards and the third retest with a minimum score of at least one standard error of measure below Level III on the retest to qualify for a waiver.

Waiver Review Committee for End-of-Course Tests and End-of-Course Tests Taught in Middle Schools

The Waiver Review Committee for grades 9-12 and middle school students taking EOC courses will consist of the principal, the student's teacher(s), and any other staff member familiar with the student's academic abilities. Students with disabilities and Limited English Proficient students who request a waiver will have teachers with expertise in these areas serve on their Review Committees.

The Waiver Review Committee shall make a decision on the waiver request within seven (7) days after receiving the request. This decision of the Committee shall be communicated to the student and to the student's parent/guardian within three (3) calendar days after the decision is made. A statement signed by the principal, the parent/guardian, and the student is required for the waiver of any standard for any course.

Waiver Requests for End-of-Grade Tests

Within two (2) work days after receiving the second or third set of test scores, the student's teacher or parent/guardian may request a waiver of the accountability standard in writing to the student's principal. The principal may accept or reject any letter from the teacher and/or parent requesting a waiver after the first retest scores.

Waiver Review Committee for End-of-Grade Tests

The superintendent or his/her designee shall appoint a Waiver Review Committee to review student waiver requests. The Committee shall be composed of teachers and principals from other schools and/or central office personnel. Special education personnel shall serve on the Committee if a student with a disability is being considered for a waiver. English-as-a-Second Language personnel shall be on the Committee if a student with limited English proficiency is being considered for a waiver. Upon request, the parent/guardian of any student being presented for review shall have the right to be a non-voting participant of the Review Committee and to speak on behalf of his/her child. The student's teacher shall present documentation of the student's performance throughout the year.

Documentation may include:

- A. Student work samples
- B. Other test data
- C. Parent information
- D. IEP information
- E. Any additional information that verifies that a student is at grade level; or for students with disabilities or limited English proficiency, evidence that the student is making adequate progress to meet grade level requirements at the next grade level.

The Committee shall consider all information presented at the review and make a written recommendation to the student's principal whether to grant the waiver. The recommendation shall be given to the principal within seven (7) days from receiving the waiver request.

A principal may grant a waiver consistent with N.C.G.S. 115C-288(a). The decision whether or not to grant the waiver shall be communicated to the student's parent/guardian in writing within three (3) calendar days after the principal receives the recommendation of the Review Committee. A statement signed by the principal and the parent/guardian is required for the waiver of any standard at any grade level.

Testing Accommodations

Accommodations to the testing procedures shall be consistent for every test administration. These accommodations shall comply with the guidelines established by the State Department of Public Instruction.

Student Accountability Standards for Students with Disabilities

The Board believes that students with disabilities can achieve at the same levels as students without disabilities. To the extent possible, students with disabilities will be held to the same standards as all other students. All intervention 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. Such opportunities will be in addition to the special education services provided to the student.

Waiver Requests for Students with Disabilities

A student with a disability who takes the End-of-Grade test(s) and does not meet the test standard for promotion, but who has met the teacher's standards and the attendance standards, may qualify for a waiver. Within two (2) work days after receiving the second or third set of test scores, the student's teacher or parent/guardian may request a waiver from the accountability standards in writing to the student's principal.

Student Accountability Standards for Students with Limited English Proficiency

The Board believes that a student with limited English proficiency can achieve at the same levels as other students. To the extent possible, students with limited English proficiency will be held to the same standards as all other students. All intervention and other opportunities, benefits, and resources that are made available to other students shall be made available to students with limited English proficiency who participate in the student promotion standards.

Alternative Testing for Students with Limited English Proficiency

English language proficiency cannot be the factor that determines whether or not a student has met student accountability performance standards. Thus, students who do not qualify for statewide testing, in accordance with the *Guidelines for Testing Students with Limited English Proficiency*, shall be administered the North Carolina Alternate Assessment Academic Inventory (NCAAAI). Limited English proficient students must achieve a Level III or IV on the NCAAAI test in order to be promoted. To determine whether students failing the Alternate Assessment Academic Inventory are eligible to proceed to the next grade level, the student's teacher(s) must submit to the Waiver Review Committee an instructional portfolio containing documentation of the student's English language proficiency and the progress in academic areas being tested.

Waiver Requests for Students with Limited English Proficiency

Limited English proficient students in high school shall meet the same standards as all students for high school graduation. Limited English proficient students in grades 3 through 8 whose English language proficiency is below "superior" in reading and math (as provided in the *Guidelines*) may receive a waiver from the student accountability standards. Within two (2) work days after receiving the second or third set of test scores, the student's teacher and/or parent/guardian may request a waiver from the testing accountability standard in writing to the student's principal.

In addition to examining all aspects of the student's work products presented by the student's teacher, the Committee will examine the student's instructional portfolio to determine:

1. If the student's English language proficiency is the cause of his/her inability to perform at grade level on the required test; and
2. If documentation indicates that the student is making adequate progress in areas being tested to meet grade requirements at the next grade level.

Intervention for Limited English Proficiency Students

The principal and the teacher(s) of a student with limited English proficiency shall provide intervention for the student (up to age 21) until he/she has met the statewide promotion standards and high school graduation standards. In addition to other intervention strategies, the intervention shall involve extended, supplemental instruction opportunities, which include assistance in the development of English language proficiency. The principal and teacher(s) of such students also shall create Personalized Education Plans for each student. Each plan shall include diagnostic evaluation, intervention strategies and monitoring strategies.

Exit Documents (*effective beginning June 2004*)

1. Diploma – Students following the College/University Prep, College Tech Prep, and Occupational Courses of Study. (High school principals have the discretion to award a Career Prep Diploma to a student who fails to meet College/University Prep and/or College Tech Prep requirements during their final semester.)
2. Merit Diploma – Students following the College/University Prep and College Tech Prep Courses of Study who have not received a waiver from the Student Accountability for Academic Achievement Policy.
3. Certificate of Achievement – Students who satisfy all state and local graduation requirements, but who fail the competency test(s).
3. Graduation Certificate – Exceptional students as identified by G.S. 115C-109 who do not meet the requirements for a high school diploma.

Staff, students, parents, and the community shall be informed of this policy.

Reference: Title 16, North Carolina Administrative Code .0103 (Graduation Requirements)

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