

Student Accountability

Board Policy: SA-13
Adopted: May 12, 1997
Revised: November 8, 2012

I. General Policy Statement

The Haywood County Board of Education heartily endorses the North Carolina **Career and College READY** Plan, which calls for **creative and meaningful programs and activities that will result in more students: graduating from high school, better prepared for college, and possessing skills necessary for careers in today's economy.** Controls are in place to assure that staff and administrators are accountable for student learning.

The Haywood County Board of Education recognizes the roles that students and parents play in educational achievement. The Board is committed to promoting standards of excellence. Board members expect quality work from all students in the Haywood County School System and expect students to learn well those things they need to know and be able to do. Today's student must assume responsibility for her/his learning by meeting minimum promotion standards (Policy SA-11), minimum attendance requirements (Policy A-5), and test standards necessary to be eligible for promotion or high school course credit.

II. Test Standards

A. End-of-Grade (EOG) Reading and Math Tests:

Students in grades 3 - 8 must achieve at or above Achievement Level III on the North Carolina mandated End-of-Grade tests to be eligible for promotion.

1. All students who score Achievement Level II on the first administration of the end-of-grade reading or mathematics assessments and/or their alternate assessment shall be administrated Retest 1 **if available**. Parents of students who score Achievement Level I **will** be notified that they may request that their children be administrated Retest 1 **if available**.
2. Following Retest 1, schools can use the results from both the original administration and Retest 1 along with other available information (e.g., grades, formative or benchmark data, portfolios, etc.) to make promotion decisions. Before promotion can be considered, students who are required to retest must take this retest. Using a single test score to make promotion decisions is an unethical testing practice as outlined in the *NC Testing Code of Ethics*, 16 NCAC 6D.0306.
3. For any student in grades 3 - 8 who does not score at Level III or above on Retest 1 for reading and/or mathematics, local review procedures for promotion waivers have been established. The recommendation of the review committee is subject to the principal's authority to grade and classify pupils (G.S. 115C-288(a)).

B. End-of-Course (EOC) Tests:

1. In order to be eligible for credit in a course with a state EOC assessment, students must take the designated EOC test for the particular course in which they are enrolled. EOC test scores shall count twenty-five percent (25%) of a student's final grade (see Policy C-4).
2. All students who score Achievement Level II on the first administration of an end-of-course assessments and/or their alternate assessment shall be administered Retest I **if available**. Parents of students who score Achievement Level I must be notified that they may request that their children be administered Retest 1 **if available**. Before a grade for the course can be calculated, students must take this retest as the higher of the two scores will be counted as 25% of the final course grade. For any student who does not score at Level III or above on Retest 1 for

EOCs, local review /waiver procedures have been established. The recommendation of the review committee is subject to the principal's authority to grade and classify pupils (G.S. 115C-288(a)). **Using a single test score to make individual decisions is an unethical testing practice as outlined in NC Testing Code of Ethics, 16 NCAC 6D.0306.**

3. If a student is repeating an EOC for credit and previously scored a Level III or IV on the EOC test, the option to retake the test is available by student or parent request. The higher test score will be counted as 25% of the final course grade.

III. Students At-Risk of Not Meeting Academic Standards

Students who are at risk of academic failure shall be identified as early as possible based on grades, observations, State assessments, and other factors that impact student performance.

- A. No later than the end of the first quarter, a Personal Education Plan (PEP) for academic improvement with focused intervention and performance benchmarks shall be developed or updated for any student at risk of academic failure.
- B. Focused intervention and accelerated activities should include research-based best practices that meet the needs of students and may include coaching, mentoring, tutoring, summer school, Saturday school, and extended days.
- C. The school district shall provide these activities free of charge to students. The district shall also provide transportation free of charge to all students for whom transportation is necessary for participation in these activities.
- D. Parents or guardians will be given notice of the PEP development, and will receive a copy of the plan. Parents will be given the opportunity to be included in the implementation and ongoing review of the plan.

IV. Diploma and Other Exit Documents

1. **Diploma** – Granted to students who satisfy all state and local graduation requirements, or for whom waiver(s) have been granted. **Merit Sticker** – Granted to students whose rank is in the top ten percent of the graduating class and have a score on the SAT **or** ACT which is higher than the “national average” for the previous year.
2. **Graduation Certificate** – Granted to exceptional students identified by G.S. 115C-106.3(1) who do not meet: 1) all the North Carolina and Haywood County requirements for a high school diploma. Students must successfully complete 21 course credits as defined by State Board Policy GCS-N-004 and all IEP requirements, or 2) the student has passed all the requirements of the Occupational Course of Study other than the 360 hours of competitive employment.

Legal References: G.S. 115C-105.41; -109; -288(a)