

Overview of the HIGH SCHOOL EXIT STANDARDS

Eligible Students

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 only 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.

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).

EOC Assessment Requirements

Students will be required to perform at Achievement Level III (with one standard error of measurement) or above on the five EOC assessments of Algebra I, Biology, English I, Civics & Economics, and U.S. History. Additional information regarding EOC assessments may be found at <http://www.ncpublicschools.org/accountability/parents/highschool>.

Retesting, Remediation, and Review Process

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:

- 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., 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., a 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 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.
- The principal reviews the recommendation by the committee and makes the final decision regarding the student meeting the exit standard for the course.

Graduation Project Requirements

Graduation project components will be developed, monitored, and scored locally using state adopted rubrics. Requirements of the graduation project will include:

- an eight to ten page research paper written on an approved topic of student choice;
- a product related to the paper that requires significant hours of work;
- a portfolio that reflects the graduation project process;
- a presentation to a panel of community and faculty members; and
- literature, service-based learning, or work-based learning experiences as defined by state rubrics.

To help develop state guidelines for the implementation of the graduation project requirement, the NCDPI is working with LEAs that currently implement a graduation project. Additional information will be provided when guidelines are approved.
