

SHARED ACCOUNTABILITY STANDARDS

The Caldwell County Board of Education believes that parents are important partners in the educational process and play a vital role in working with teachers to ensure that students meet high academic standards. Preparing students for promotion at all grade levels shall be the joint responsibility of the student, parents, principal, and the student’s classroom teacher. Principals and teachers, in consultation with parents, shall work together to make promotion decisions. The principal has the final responsibility for promoting and retaining students in accordance with federal, state and local regulations.

KINDERGARTEN THROUGH SECOND GRADE

Kindergarten through second grade academic proficiencies are based on current research and expectations established in the North Carolina Standard Course of Study. Kindergarten through second grade teachers shall use established performance criteria from the Caldwell County and/or North Carolina Kindergarten, Grade 1 and Grade 2 Reading and Mathematics Assessment documents when making recommendations to the principal regarding promotion decisions. The assessment instruments support the critical decisions teachers make daily, document student performance over time and identify instructional focus for directing instruction in reading, mathematics and writing.

Kindergarten through second grade students shall demonstrate performance proficiencies as established through the assessment process and as outlined in supporting documents. These performance proficiencies shall be assessed at identified checkpoints throughout the year. Appropriate interventions shall follow as soon as performance deficiencies are determined.

Students experiencing difficulty in reading, writing, and mathematics shall participate in focused intervention for the areas of identified weakness. These students may be candidates for retention. Parents of students who are retained may appeal the placement to the principal, who has the final decision.

GRADES THREE THROUGH EIGHT

Promotion standards for grades three through eight shall be based on the following:

- North Carolina End-of-Grade Test Results
- North Carolina Writing Assessments – grades 4 & 7
- Classroom performance

These standards have been identified by the State Board of Education as the ~~ones~~ **criteria** to be used in determining student promotion status in grades 3, 5 and 8.

The guidelines for implementation in the Caldwell County schools are as follows:

**State Accountability Standards
Grades 3, 5 and 8**

The following implementation dates have been approved by the State Board of Education:

- Grade 3: 2001 – 2002
- Grade 5: 2000 – 2001
- Grade 8: 2001 – 2002

Students in grades 3, 5, and 8 shall demonstrate proficiency by scoring at Level III or above on the reading and mathematics End-of-Grade tests. ~~(For purposes of this policy, Level III is defined, as per State Board of Education policy, as including students who score Level III or within the standard error of measurement of the minimum score for Level III).~~

~~Additionally, grades 4 and 7 writing assessments shall be used to determine whether students are making adequate progress in developing writing skills. If a student has not scored 2.5 or higher on the grade 4 or 7 writing assessment, he/she has not met the proficiency standard and shall be provided intervention and assistance. The length of time for this intervention and the depth of instruction shall be determined by the classroom teacher in collaboration with the principal. Locally developed writing assessments shall be administered during grade 5 or 8 to determine whether the student is making adequate progress in meeting the proficiency standards.~~

When a student does not meet the Level III proficiency standard on the reading or mathematics End-of-Grade test in grades 3, 5 or 8, parents will be notified in writing of the student’s failure to meet this standard and the process that will follow. This includes:

After the 1st Test Administration:

- Remediation strategies will be provided
- ~~A second test will~~ **retest may** be administered prior to the end of the school year
- The student may be excused from the second ~~administration~~ **retest** upon parental request; however, the student ~~shall~~ **may** be required to participate in a focused intervention program during the summer to be considered for promotion.
- Teachers may also request that a student be excused from the second ~~retest test administration~~, but only after consulting with parents about the consequences of this exemption (required participation in focused intervention program before being promoted).

~~Summer Focused Intervention Program:~~

- ~~Students who score below Level III on the second test, and students who are excused from the second test, shall participate in a focused intervention program during the summer. A third test must be administered at the end of the program.~~
- ~~Students who score below Level III on the third administration of the test shall be retained. Parents may appeal the retention placement by following the appeals process detailed below.~~

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~~Students Who Do Not Attend a Summer Focused Intervention Program~~

- ~~Students who score below Level III on the test administrations and who do not attend a focused intervention summer program will be retained. Parents may appeal the retention placement by following the appeals process detailed below.~~

Appeals Process

If a principal determines a student should be retained, parents may appeal the decision by following the process outlined below.

1. Appeals to School Principal:

- School principals shall make placement decisions within one week of receipt of the student test scores.
 - **Principals should ask the student's teachers to compile a representative portfolio of the student's work.**
- Teachers or parents may appeal the principal's decision to retain a student who scores below Level III on an End-of-Grade test after the second or third test administration. This appeal shall be in the form of a conference (in person or by phone) with the principal. The teacher or parent ~~is responsible for~~ **should providing provide** data supporting the appeal. Teachers shall provide documentation of the student's performance during the review process.
- The appeal shall be made within one week of the principal's placement decision. All appeals to the principal shall be finalized prior to the first day of school for teachers.

2. Appeals to the Central Committee:

- After conferencing with the principal, parents or teachers may immediately appeal the placement decision of the principal to a central committee. **Parents or teachers should contact the Elementary or Middle School Director.** All appeals to the central committee shall be finalized prior to the first day of school for students.
- In appealing a principal's decision the documentation presented may include, but is not limited to the following:
 - Student work samples
 - Other test data
 - Information supplied by parents
 - Information that is included in the Individualized Education Plan or Written Accommodation Plan. Students with Disabilities shall be at grade level or making adequate progress to meet requirements at upper elementary levels
 - Teacher input
 - Other information that verifies the academic achievement level of the student
- The central committee shall make recommendations to the student's principal concerning the student's promotion to the next grade. This recommendation will be based on documentation presented by parents and/or teachers on behalf of the students. Exceptional children's personnel shall be on the committee if a student is being served through the Exceptional Children's program and is being considered for a waiver.
- Parents of any student being presented for review shall have the right to be a non-voting participant, and shall have the right to speak on behalf of their child. However, the principal has the final responsibility for the placement of students in accordance with federal, state and local regulations.

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Personal Education Plan

Students who are not promoted after the second or third administration of the test shall be given student-centered intervention, based upon ~~an~~ a Personal Education Plan to be developed for that student by school personnel, as appointed by the principal. They will receive additional assessments to

monitor progress toward promotion standards. Students and parents shall be kept informed of the student's status.

Local Accountability Standards

Grades 4, 6, 7

Students in grades 4, 6, and 7 shall demonstrate proficiency by scoring at Level III or above on the reading and mathematics End-of-Grade tests. Students who do not meet the Level III proficiency standard on the reading or mathematics End-of Grade test in grades 4, 6, and 7 may receive focused remediation strategies followed by a second test prior to the end of the school year.

Grades 5 and 8

Students in grades 5 and 8 shall demonstrate proficiency by scoring at Level III or above on the science End-of-Grade test. Students who do not meet the Level III proficiency standard on the science End-of-Grade test in grade 5 and 8 may receive focused remediation strategies followed by a second test prior to the end of the school year.

Local Performance Standards

Grades 3 - 8

In addition to meeting State Accountability Standards, students in grades 3–8 shall also meet local classroom performance standards as set by the principal and teacher(s). Parents of students who are failing to meet local classroom performance standards shall be informed and appropriate conferencing shall take place between the student, parent(s), teacher(s), and/or principal. Appropriate interventions shall begin immediately.

When making decisions about the promotion of students, local classroom performance standards shall be considered. Local standards may include, but are not limited to:

- Completion of ~~homework~~ and class assignments
- Grades on individual subjects
- Class participation
- ~~Preparation for class~~
- Local assessments
- Attendance

Parents of any students who meet the Level III proficiency standard on end-of-grade tests, but who are retained for poor classroom performance, may appeal the retention placement to the principal. This appeal shall follow the procedures and timelines outlined above. However, the principal has the final responsibility for placement of students in accordance with federal, state and local regulations.

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Students who fail to meet local classroom performance standards and are retained shall be given student-centered intervention, based upon a Personal Education Plan to be developed for that student by school personnel, as appointed by the principal. They will receive additional assessments to monitor progress toward promotion standards. Students and parents shall be kept informed of the student's status.

HIGH SCHOOL

Students in the Caldwell County Schools will meet the North Carolina and Caldwell County curriculum and testing requirements for graduation. As other standards are finalized by the General Assembly or State Board of Education, they will be incorporated into this policy.

State Accountability Standards

Current state accountability standards focus upon the following testing requirements for graduation:

- **For students who entered ninth grade in or prior to 2005-2006**, successful completion of the reading and math Competency Tests. This requirement may be met by performing at or above grade level on the 8th grade End-of-Grade test or by passing the high school competency test while in high school.
- Successful completion of the multiple choice and performance portions of the Computer Skills test. Again, the first opportunity to meet this requirement is in the 8th grade; however, students are given at least one additional opportunity each school year to meet the requirement.
- Completion of applicable End-of-Course tests. Students must take the End-of-Course test in any course that uses the Standard Course of Study and has an End-of-Course test. Failure to take the test means the state requirement has not been met.
- **For students who entered ninth grade in 2006-2007 or beyond, students must score a Level III or above on the five exit standard End of Course tests. These courses are: English I, Algebra I, Biology, Civics and Economics and US History. Established procedures will be followed for students who do not meet these standards.**
- **All students who make a Level I or Level II on any of the ten End of Course tests will be offered Retest 1.**

~~In addition, the General Assembly has mandated an Exit Exam for seniors. This exam will be given to students during their junior year and later, if they do not pass it the first time. Anticipated implementation is for the class of 2003 (students entering 9th grade for the first time in the fall 1999 semester). The State Board of Education is expected to adopt specific requirements that will then be incorporated into this policy.~~

Local Accountability Standards

Caldwell County Schools utilize the North Carolina testing standards to determine student eligibility for graduation. In addition, the course requirements for graduation are:

Students who enter ninth grade in 2008-2009 or prior		Students who enter ninth grade in 2009-2010 or beyond	
Subject	Units	Subject	Units
English	5	English	5
Mathematics	3*	Mathematics	4**
Science	3***	Science	3***
Social Studies	3****	Social Studies	3****
Health and PE	1	Health and PE	1
Electives	13	Electives	12
*Must include Algebra I		**Must include Algebra I, Geometry, Algebra II, and a fourth math beyond Algebra II or Integrated Math I, II, III and a course beyond Integrated Math III.	
*** Science courses must include Biology, Earth Science and a physical science course.			
**** Social Studies courses must include World History, Civics and Economics and United States History			

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~~One of the three required Mathematics courses must be Algebra I. Of the three required Social Studies courses, one must be in government and economics, one must be U. S. History, and one must be in world studies. Of the three required Science courses, one must be in biology, one must be in physical science and one must be in earth/environmental science. In order to graduate, students will need to successfully complete the North Carolina Graduation Project. The graduation project is composed of the following: a research paper, a product, a portfolio, and a presentation. North Carolina Graduation Projects will be scored locally using state-adopted rubrics.~~

PARENT/GUARDIAN RESPONSIBILITIES

Successful student achievement depends upon the active involvement of parents/guardians. For parents to be involved successfully, they need to receive information regarding school standards and academic expectations. By the end of the first two weeks of school, a parent or guardian of each student shall

meet with his/her child's teacher(s) to receive information about yearly academic expectations. A parent of a new student entering during the school year shall also complete this process within two weeks of the enrollment date. At this meeting, a parent shall be encouraged to sign the Shared Accountability Pledge, acknowledging receipt of the information and pledging to be a partner in his/her child's education. Parents of high school students must sign the Shared Accountability Pledge in order for their child(ren) to receive/keep a School Driving/Parking Permit.

STUDENTS WITH DISABILITIES

- To the extent possible, all students with disabilities shall participate in the state student accountability standards for elementary, middle, and high school levels.
- **In rare instances, students with disabilities may be exempted from the statewide student accountability promotion standards by the Individualized Education Program Team. Students who are enrolled in a functional curriculum, as well as certain students with disabilities who do not meet the North Carolina requirements for a high school diploma, may instead receive a certificate of achievement or graduation certificate.** ~~Students with disabilities may be exempted from the statewide student accountability promotion standards by the Individualized Education Program Team if it is determined by the team that the students do not have the ability to participate in the State Standard Course of Study. However, they shall be enrolled in a functional curriculum and demonstrate acceptable outcomes on alternate assessments. These students may receive a certificate of achievement or graduation certificate but are ineligible for a diploma.~~
- All interventions/remediation 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 State Student Accountability Standards. All services offered are in addition to the special education services provided to the student.

STUDENTS OF LIMITED ENGLISH PROFICIENCY

Students of limited English proficiency shall meet the same standards as other students. However, in accordance with federal law, English language proficiency cannot be the factor that determines that a student has not met performance standards. Therefore, the following guidelines must be used:

- A student who is exempt from statewide testing in accordance with the Guidelines for Testing Students with Limited English Proficiency shall also be exempt from the test standards for promotion. Instead, an instructional portfolio containing documentation of his/her English language proficiency and progress in all academic areas shall be submitted to a local school committee of teachers and administrators to determine if the student should be promoted.

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- Once Limited English Proficient students are no longer eligible for exemption from statewide testing, they may be eligible for a waiver from the promotion standards at grades 3, 5 and 8 for up to two additional years. They may receive a waiver from the test standard if their English language proficiency is below "superior" in reading and writing and after a local committee of teachers and administrators examines the student's instructional portfolio to determine that:
 - ➔ the student's English language proficiency is the cause of his/her inability to perform at grade level on the required test
 - ➔ documentation indicates that the student is making adequate progress in all academic areas to be promoted to the next level
- Limited English Proficient students shall meet the same standards as all students for high school graduation.

- Schools shall provide student-centered intervention for these students until they have met statewide promotion standards and high school graduation requirements (up to age 21). This intervention shall involve extended, supplemental instructional opportunities that include assistance in the development of English language proficiency. These students shall have personalized education plans with the following components:
 - diagnostic evaluation
 - intervention strategies
 - monitoring strategies

Legal Reference: NCGS 115C-105.40

Adopted: June 12, 2000