

Substance of Proposed Rule

**CHAPTER 0520-01-03  
MINIMUM REQUIREMENTS FOR THE APPROVAL  
OF PUBLIC SCHOOLS**

Amendment

**0520-01-03-.06 GRADUATION, REQUIREMENT E.**

(d) Examinations.

1. End-of-course examinations will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, Integrated Math I, Integrated Math II, Integrated Math III, U.S. History, Biology I, Chemistry and Physics, upon development. Students are not required to pass any one (1) examination, but instead need to achieve a passing score for the course average in accordance with the State Board of Education's uniform grading policy.
2. The weight of the end-of-course examination on the student's second semester average is as follows for entering ninth (9th) graders:
  - (i) Fall of 2009 and 2010 – twenty percent (20%);
  - (ii) Fall of 2011 and 2012 – twenty-five percent (25%); and
  - (iii) Fall of 2013 and thereafter - twenty-five percent (25%).

If an LEA does not receive its students' end-of-course examination scores at least five (5) instructional days before the scheduled end of the course, then the LEA may choose not to include its students' end-of-course examination scores in the students' second semester average.

3. Students with disabilities will be included in regular classes to the degree possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed twenty-two (22) credit minimum. Students failing to earn a yearly grade of seventy (70) in a course that has an end-of-course test and whose disability adversely affects performance in that test will be allowed, through an approved process, to add to their end-of-course assessment scores by demonstrating the state identified core knowledge and skills contained within that course through an alternative performance-based assessment. The necessity for an alternative performance based assessment must be determined through the student's IEP. The alternative performance-based assessment will be evaluated using a state approved rubric.
4. When the mean of the teacher-assigned grades and the mean of the end-of-course assessment results are significantly different as determined by State Board of Education policy, the school must develop and implement strategies in the School Improvement Plan to ameliorate such differences. Until such time that the State Department of Education recommends, based upon an appropriate statistical analysis, and the State Board of Education approves an acceptable measure of disparity, schools and school systems should consider differences between ten (10) and fifteen (15) or more points to be too large and develop and implement strategies through the School Improvement Plan to ameliorate such differences.