

Purpose and Standards for Progression

Students in the Wake County Public School System are required to meet applicable promotion standards and graduation requirements. Local promotion decisions and graduation requirements are based upon multiple criteria as mandated by current state law and State Board of Education policies. Any additional procedures to supplement state requirements shall be distributed to principals as warranted. What follows is a summary of processes reflective of required standards. In the event these procedures and state policy differ, state regulations will take precedence.

A. Promotion Decisions and Promotion Criteria

Promotion decisions shall be based on promotion criteria as defined by current State Board of Education policy. Information related to this criteria and its implementation will be communicated to the schools separate from this R&P by the corresponding Central Services offices in a timely fashion.

- 1 All schools are expected to comply with the promotion expectations as required.
- 2 Administrative decisions are to be data based using multiple criteria (local and state) and artifacts in order to support a promotion decision.
- 3 The sole use of state and/or federal mandated assessment results for promotion decisions is prohibited.
- 4 Current data from benchmark and summative assessments (local and state), portfolios, and artifacts (local and State) will be used to support promotion decisions.
- 5 Students in grades K-5 are expected to achieve State level standards demonstrated through assessments and appropriate work products. In addition, to be considered for promotion, 3rd grade students are required to demonstrate proficiency in reading on a State-approved standardized assessment of reading comprehension or qualify for a good cause exemption in compliance with State mandates. Student achievement will be documented on report cards.
- 6 Students in grades 6-8 are expected to achieve State grade level standards demonstrated through assessments and work products. In addition, promotion for 6th, 7th, and 8th grade requires that students must pass Language Arts, Mathematics, either Social Studies or Science, and 50% of their remaining courses. Achievement will be documented on report cards.
- 7 For grades 9-12, promotion is based upon the number of units earned by the students as specified in the High School Program Planning Guide. In order to graduate from high school, students must meet the requirements as specified in current State Board of Education policy that are applicable for the year in which the student entered high school for the first time and/or the student's course of study.

B. Interventions and Transition Teams for Grades K-12

1. The creation of transition teams and transition plans for students at risk, as defined by the State Board of Education, will be developed to assist students in making a successful transition between elementary school middle school years and between middle school and high school years.
 - a. Each school is expected to implement a transition team and create transition plans accordingly.
 - b. These plans will be reviewed periodically and subject to approval by the appropriate Area Superintendent, Superintendent, and Board of Education.
2. Core instructional strategies and accelerated activities must be provided and should include research-based best practices that meet the needs of students. These activities may be delivered

through, but not limited to:

- a. Coaching
- b. Mentoring
- c. Tutoring
- d. Saturday School
- e. Intersession and/or
- f. Extended Day
- g. Credit Recovery Program
- h. Summer Academies
- i. Online Learning
- j. Read to Achieve Reading Camp

C. Students with Limited English Proficiency Grades K-12

1. Limited English Proficient (LEP) students, as determined by scores on state/federal required assessments of language proficiency, must be included in all state mandated summative testing. LEP students within their first year in US schools, and scoring below a proficiency level determined by the state, may be exempt from applicable assessments as determined by NCDPI.
2. A state mandated assessment of language proficiency must be administered to students based on the results of the Home Language Survey and applicable standards as set forth by NCDPI. LEP students then take a language assessment required by the state annually until their scores reach a state approved level of proficiency that allows the student to exit LEP status.
3. LEP students shall meet the same standards as all students in accordance with current federal law and state requirements. Schools are to provide focused English language development instruction for LEP students. Current standards and focused strategies will be communicated to the schools. The Office of ESL will be instrumental in providing guidance to schools regarding current standards and instructional strategies for LEP students.
4. School districts shall provide focused English language development services for Limited English Proficient students to ensure accessibility to statewide promotion standards and high school graduation requirements (up to age 21). Students identified as Limited English Proficient shall have annual Limited English Proficient plans.

D. Grade Placement and Appeal Process

1. It is the responsibility of the school principal to determine the appropriate grade level for each student.
2. In grades K-8 the principal shall make promotion/retention decisions in consultation with school review teams notwithstanding state mandates regarding Read to Achieve. A decision to retain or promote a student, including Grade 3 Read to Achieve decisions, shall be appealed to the Board as provided in the Student Grievance Policy 6520 which allows a student, parent, or guardian to initiate the grievance procedure when there is evidence that a final administrative decision has violated a board policy or regulation and procedure, or state or federal law or regulation.

Purpose and Standards for Progression

~~Students in the Wake County Public School System are required to meet promotion standards and graduation requirements. State law grants school principals the authority to determine the appropriate grade level for each pupil. Promotion decisions are based upon multiple criteria including local assessments, standardized test scores, and final progress reports. Personal Education Plans (PEPs),~~

~~focused intervention strategies, and accelerated activities are provided for students not performing at grade level. State law and State Board policies regarding who is required to be re-tested will always be adhered to.~~

~~Effective 2008-09, all students in grades 3-8 who score at an Achievement Level II on the EOG reading and math assessments (and science in grades where this test is administered) must be administered Retest 1. Students who score at an Achievement Level I may be re-tested if parents request it. After Retest 1, schools can begin making student accountability decisions at grades 3, 5, and 8. At that time 1 standard error of measure may be used to determine level.~~

~~Students in the Wake County Public School System (WCPSS) are required to meet promotion standards and graduation requirements. Policy/R&P 5530 addresses:~~

- ~~Promotion standards~~
- ~~Criteria for assessing student progress~~
- ~~Personal Education Plans (PEPs)~~
- ~~Testing and retesting~~
- ~~Interventions~~
- ~~Opportunities for waiver and portfolio reviews by school committees~~
- ~~Opportunities for appeals to promotion/retention decisions~~

~~A. Grades K-8~~

- ~~1. Promotion Standards~~
- ~~In addition to any other promotion standards established by the board and/or superintendent, students must meet the following promotion standards:~~
- ~~a. Grades K-2~~
- ~~i. Students will perform at Level III (proficient) or above in the following areas:~~
- ~~WCPSS Mathematics Assessment~~
- ~~WCPSS Literacy Assessment~~
- ~~Kindergarten Late Emergent: 17 of 19 print concepts, Reading level 3-4 with 90% accuracy with a retelling score of 3 or above~~
- ~~Grade 1 Late Developing: Reading level 15-16 with 90% accuracy with a retelling score of 3 or above~~
- ~~Grade 2 Reading level 23-24 with 90% accuracy with a retelling score of 3 or above~~
- ~~b. Grades 3-5~~
- ~~i. Students will perform at Level III (proficient) or above in the following areas:~~
- ~~WCPSS Math Assessment~~
- ~~WCPSS Literacy Assessment~~
- ~~NC End-of-Grade Test of Reading Comprehension~~
- ~~NC End-of-Grade Test of Mathematics~~

- - - - v. ~~NC End-of-Grade Test of Science (Grade 5)~~
- - e. ~~Grades 6-8~~
- - - f. ~~Students will receive passing grades in:~~
 - - - - i. ~~Language Arts and Mathematics courses~~
 - - - - ii. ~~Social Studies or Science courses~~
 - - - - iii. ~~50% of other courses~~
- - - g. ~~Students will perform at Level III (proficient) or above in the following areas:~~
 - - - - i. ~~NC End-of-Grade Test of Reading Comprehension~~
 - - - - ii. ~~NC End-of-Grade Test of Mathematics~~
 - - - - iii. ~~NC End-of-Grade Test of Science (Grade 8)~~
- - ~~At the end of the academic year, students demonstrating grade level proficiency are eligible for promotion to the next grade. Options for students not meeting promotion standards include:~~
 - - ~~Promotion with focused intervention or,~~
 - - ~~As a last resort, retention with focused intervention~~
- 2. ~~Personalized Education Plans (PEPs) Grades K-8~~
 - - a. ~~Due to the ongoing nature of Grades K-2 assessments in literacy and mathematics, documentation of student needs and progress is recorded on summary profiles.~~
 - - b. ~~Schools shall identify students who are at risk for academic failure and who are not successfully progressing toward grade promotion and graduation. Identification shall occur as early as can reasonably be done and can be based on grades, observations, State assessments, and other factors that impact student performance that teachers and administrators consider appropriate, without having to await the results of end-of-grade or end-of-course tests. No later than the end of the first quarter, or after a teacher has had up to nine weeks of instructional time with a student, a personal education plan for academic improvement with focused intervention and performance benchmarks shall be developed for any student at risk of academic failure who is not performing at least at grade level, as identified by the factors noted above. Focused intervention and accelerated activities should include research-based best practices that meet the needs of students. Schools shall give notice of the personal education plan and a copy of the personal education plan to the student's parent or guardian. Parents should be included in the implementation and ongoing review of personal education plans.~~
- 3. ~~Testing and Retesting Grades K-8~~
 - - a. ~~Retesting procedures for Grades K, 1, and 2~~
 - - - ~~Due to the ongoing nature of Grade K-2 assessments in mathematics and literacy, documentation of student progress occurs throughout the year.~~

- - b. ~~Testing and Retesting Procedures for Grades 3-8~~
- - - ~~All End-of-Grade testing and retesting requirements are set forth in accordance with NC State Board of Education policy GCS-C-031. Unless otherwise noted by policy, effective with the 2008-09 school year and beyond:~~
 - - - I. ~~All public school students in grades 3, 4, 5, 6, 7, and 8 who score Achievement Level II on the first administration of the end-of-grade reading and/or mathematics assessments and/or their alternate assessment shall be administered Retest 1. Parents of students who score Achievement Level I must be notified that they may request that their children be administered Retest 1.~~
 - - - II. ~~All public school students in grades 5 and 8 who score Achievement Level II on the first administration of the end-of-grade science assessments and/or their alternate assessment shall be administered Retest 1. Parents of students who score Achievement Level I must be notified that they may request that their children be administered Retest 1.~~
 - - - III. ~~Students identified as limited English proficient (LEP) in their first year in U.S. schools who score below Level 4 Expanding on the state English language proficiency reading subtest are exempt from Retest 1 because these students' scores are not used in state or federal accountability.~~
 - - - IV. ~~Following Retest 1, schools can use the results from both the original administration and Retest 1 along with other available information (e.g., formative or benchmark data, portfolios) to make promotion decisions.~~
 - - - V. ~~Students scoring Level III or above on the second test administration are eligible to be considered for promotion.~~
 - - - VI. ~~Students scoring below Level III on the second test administration will be retained and provided focused intervention unless the student is granted a waiver from promotion standards based upon other criteria.~~
- 4. ~~Review of Students At Risk of Retention Grades K-8~~
 - - a. ~~Not later than the interim of the third nine weeks, schools will notify parents of the possibility of student retention.~~
 - - b. ~~After the interim of the fourth nine weeks, a school-based committee will review documentation of student progress for students who have not met grade-level promotion standards using the Review Team Summary. The committee will make a recommendation to the principal (pending EOG tests scores if applicable).~~
 - - c. ~~For any student who does not score at Level III or above on Retest 1 for reading, mathematics, and/or science (grades 5 and 8) the following review procedures will apply at grades 3, 5, and 8 to ensure students meet the Student Accountability Standards as outlined in Section I of 16 NCAC 6D .0502 (HSP-N-003):~~
 - - - I. ~~A teacher or a parent may request a promotion for a student scoring below Level III.~~
 - - - II. ~~Based on the needs of the student, the LEA will determine whether to require~~

focused intervention for the student.

Focused intervention involves extended instructional opportunities that are different from and supplemental to regular grade level or high school course work and that are specifically designed to improve the student' performance to proficient.

- - - III. Upon a request by the parent or teacher, or at the discretion of school administration, and when deemed appropriate by the LEA, a review committee will be convened to review a promotion request.
- - - - i. The review committee will be appointed by the LEA, and will be comprised of teachers, principals, and/or central office administrators from the district. Special education personnel must be included if the student is identified as a special needs student. English as a second language staff must be included if the student is identified as LEP.
- - - - ii. The committee will review documentation presented by teachers on behalf of the student, including but not limited to: student work samples; test data other than the EOG; information from parents; information from the IEP, if applicable; and any other information tending to verify that the student is at grade level.
- - - - iii. The student' parent shall be invited to the review and allowed to speak on the student' behalf.

B. Grades 9-12

- 1. Promotion Standards
- - In addition to any other promotion standards established by the board and/or superintendent, high school students shall be promoted by attaining credits that are earned through successful completion of specific required courses.
- 2. Personalized Education Plans (PEPs) Grades 9-12
- - Schools shall identify students who are at risk for academic failure. Identification shall occur as early as can reasonably be done and can be based on grades, observations, State assessments, and other factors that impact student performance that teachers and administrators consider appropriate, without having to await the results of end of course tests. No later than the end of the first quarter, or after a teacher has had up to nine weeks of instructional time with a student, a personal education plan for academic improvement with focused intervention and performance benchmarks shall be developed for any student at risk of academic failure who is not performing at least at grade level, as identified by the factors noted above. Focused intervention and accelerated activities should include research based best practices that meet the needs of students. Schools shall give notice of the personal education plan and a copy of the personal education plan to the student's parent or guardian. Parents should be included in the implementation and ongoing review of personal education plans.
- 3. Graduation Requirements
- - a. Graduation Diploma
- - - i. High school students shall be awarded a high school diploma based upon completion of local and state standards for graduation.

- - - II. ~~In order to graduate and receive a high school diploma, students must meet all course, credit, and testing requirements for Future Ready Core.~~
- - - - i. ~~Proficiency scores, score at Level III or above, on the following EOC exams: English I, Algebra I, U.S. History, Biology, and Civics and Economics~~
- - - III. ~~Completion of WCPSS graduation requirements does not necessarily guarantee NC Academic Scholars Recognition or UNC System admission.~~
- - - IV. ~~Graduation from all WCPSS high schools requires completion of 26 credits earned in grades 9 through 12. For the Occupational Course of Study, 22 credits are required for graduation.~~
- - - V. ~~Alternative schools, schools on a non-block schedule and early colleges are required to meet the state requirement of 21 credits.~~
- - b. ~~Graduation Certificate~~
- - - ~~The Graduation Certificate (special education only) will remain available to recognize students unable to meet certain diploma requirements.~~
- 4. ~~Testing and Retesting Grades 9-12~~
- - a. ~~Testing requirements include:~~
- - - i. ~~End-of-Course (EOC) test results shall count as 25% of the student's final grade for each respective course. The courses are English I, Algebra I, Algebra II, Physical Science, Biology, US History, and Civics and Economics.~~
- - - - ~~Effective with the 2009-10 school year:~~
- - - II. ~~All public school students who score Achievement Level II on the first administration of an end-of-course assessment (i.e., Algebra I, Algebra II, Biology, Physical Science, Chemistry, Physics, Civics and Economics, U.S. History, and English I and/or their alternate assessments) shall be administered Retest 1. Parents of students who score Achievement Level I must be notified that they may request that their children be administered Retest 1.~~
- - - III. ~~Students identified as limited-English proficient (LEP) in their first year in U.S. schools who score below Level 4 Expanding on the state English language proficiency reading subtest are exempt from Retest 1 because these students' scores are not used in state or federal accountability.~~
- - - IV. ~~For any student who does not score at Level III or above on Retest 1 for EOCs required for meeting the exit standards (i.e., Algebra I, Biology, Civics and Economics, English I, U.S. History), the following review procedures will apply to ensure students meet the local exit standard requirements:~~
- - - - i. ~~Prior to convening an exit standard review hearing, the LEA will determine whether or not to require the student to be subject to focused intervention.~~
- - - - ii. ~~Upon a request by the parent or teacher, or at the discretion of school administration, and when deemed appropriate by the LEA, a review~~

~~committee will be convened to review a request for meeting the exit standard(s).~~

- ~~- - - - iii. The review committee will be appointed by the LEA, and will be comprised of teachers, principals, and/or central office staff from the district. Special education personnel must be included if the student is identified as a special needs student. English as a second language staff must be included if the student is identified as LEP.~~
- ~~- - - - iv. The committee will review documentation presented by teachers on behalf of the student, including but not limited to: student work samples; test data other than the EOC; information from parents; information from the IEP, if applicable; and any other information tending to verify that the student is proficient.~~
- ~~- - - - v. The student' parent shall be invited to the review and allowed to speak on the student' behalf.~~
- ~~- - - - vi. The recommendation of the review committee is subject to the principal' authority to grade and classify pupils (G.S. §115C-288(a)).~~

~~- - b. Credit Recovery~~

~~- - - Credit recovery provides students who have met the EOC achievement level of III or IV with an opportunity to earn credit for a course they are repeating. For a student to be eligible for credit recovery, the student must meet the following criteria:~~

- ~~- - - I. Have taken the EOC course previously; and~~
- ~~- - - II. Received a Level III or IV on the EOC assessment or a "Met Standard" indication; and~~
- ~~- - - III. Received a failing grade in the course.~~

~~- - - Students enrolled in courses for credit recovery may take the EOC assessment again, but it is not required. If a student chooses to take the EOC assessment again, the higher of the previous test score or the most recent test score will be used to calculate 25% of the student' class grade. If the student does not take the EOC assessment again, the score the student received on the original EOC assessment will be used as 25% of the student' final grade in the credit recovery course.~~

~~- - e. Students Who Have Made Level III or Level IV Previously and are "Repeating" A Course for Acceleration/Preparation Purposes~~

~~- - - In Wake County some students take high school level EOC courses and assessments while in middle school. Typically these students receive a Level III or IV on the assessment and pass the class. When these students begin high school, some have chosen to reenroll in the same or a similar EOC course as preparation for a higher level course. These students, will not re-take the EOC examination again since they have already met the EOC standard and the exit standard requirement. Instead, the high school should enroll these students in an elective course with a teacher-made examination (e.g. Special Topics in Mathematics).~~

G. Parent Notification Grades K-12

- 1. ~~Grades K-1 interim reports and progress updates are sent, at the end of the 9-week grading period and mid-point of the third nine weeks. Grades 2-12 interim reports and progress updates are issued to all students at the mid-point of the first and third nine weeks. Students who are failing or whose grades have fallen a letter grade or level will receive at a minimum an interim report at the mid-point of the second and fourth nine weeks.~~
- 2. ~~Parents of elementary and middle school students will receive notification of the possibility of retention no later than the interim of the third nine weeks.~~
- 3. ~~Parents of high school students will be notified of retention via final report card.~~
- 4. ~~Parents will receive results and interpretation of assessments, testing, and coursework in a timely manner.~~
- 5. ~~Parents will receive testing, retesting, and/or waiver/review procedures in a timely manner.~~

~~D. Interventions Grades K-12~~

- ~~Focused intervention strategies and accelerated activities must be provided and should include research-based best practices that meet the needs of students. These activities may include but are not limited to:~~
- 1. ~~Coaching~~
- 2. ~~Mentoring~~
- 3. ~~Tutoring~~
- 4. ~~Saturday School~~
- 5. ~~Intersession and/or~~
- 6. ~~Extended Day~~
- 7. ~~NovaNet~~
- 8. ~~Summer Academies~~
- 9. ~~NCVPS~~

~~E. Student with Disabilities Grades K-12~~

- 1. ~~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.~~
- 2. ~~Students with disabilities may be exempted from the promotion standards by the Individualized Education Program Team, including the principal or school district representative, if it is determined by the team that the students require specific and targeted intervention for promotion to the next grade level.~~
- 3. ~~Beginning with the class of 2004, special education students meeting specific criteria and based on IEP may receive a Standard North Carolina Diploma by completing an Occupational~~

Course of Study (OCS).

- 4. ~~Graduation Certificate: Eligible students are those for whom the OCS Course of Study is too rigorous and have completed all content courses specifically designed to meet their needs (including all IEP requirements); OCS students who have met the course requirements for graduation but need longer to complete the required hours of competitive employment; or students who have met the course requirements but have not successfully completed all testing requirements. Students shall be allowed to participate in graduation exercises.~~

F. Students with Limited English Proficiency Grades K-12

- 1. ~~Limited English Proficient (LEP) students, as determined by scores on the W-APT or ACCESS test, must be included in all state mandated testing. LEP students within their first year in US schools, and scoring below a proficiency level determined by the state, may be exempt from reading EOGs in grades 3-8, and the reading EOG in grades 9-12.~~
- 2. ~~The W-APT must be administered to students whose Home Language Survey indicates a language other than English within the first 30 days of enrollment, two weeks for students who enroll at other times during the school year. LEP students then take the ACCESS test annually until their scores reach a level determined by the state whereby they exit LEP status.~~
- 3. ~~LEP students may receive accommodations on state mandated tests; however, those accommodations must be in the student's WCPSS LEP Plan and used routinely during classroom instruction and similar classroom assessments and must be in place at least 30 days prior to the administration of a state test.~~
- 4. ~~LEP students shall meet the same standards as all students. However, in accordance with federal law, English language proficiency cannot be the factor that determines that a student has not met performance standards. Limited English proficient students shall meet the same standards as non-limited English proficient students for a high school diploma. If the current ACCESS test scores indicate that the student's English language proficiency is the cause of the student's inability to perform at grade level on the required test (State-Mandated Tests with or without accommodations), a local committee of teachers and administrators can recommend promotion. Promotion should be recommended if work samples indicate that the student is making adequate progress in all academic areas. Adequate progress should be based on English Proficiency level as determined by the student's ACCESS or W-APT test scores.~~
- 5. ~~School districts shall provide focused interventions for Limited English Proficient students until they have met statewide promotion standards and high school graduation requirements (up to age 21). These interventions shall involve extended, supplemental instructional opportunities which include assistance in the development of English language proficiency. These students shall have Limited English Proficient plans with the following components:~~
 - a. ~~Diagnostic evaluation (ACCESS test)~~
 - b. ~~Intervention strategies~~
 - c. ~~Monitoring strategies~~
 - d. ~~Recommended classroom/testing accommodations/modifications to be used routinely in the students' classes~~

G. Grade Placement and Appeal Process

- 1- ~~It is the responsibility of the school principal to determine the appropriate grade level for each student.~~
- 2- ~~In grades K-8 the principal shall make promotion/retention decisions in consultation with school review teams. A decision to retain or promote a student may be appealed to the Board as provided in the Student Grievance Policy 6520 which allows a student, parent, or guardian to initiate the grievance procedure when there is evidence that a final administrative decision has violated a board policy or regulation and procedure, or state or federal law or regulation.~~

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