

~~Promotion standards are based on the belief that students should meet grade level proficiency and graduation requirements in order to be promoted to the next grade level or to graduate from school. The purpose of this policy is to ensure that appropriate intervention is provided as early as possible for students who are identified as unlikely to meet the promotion standards.~~

~~5530.1.1 — Students are required to meet local and state standards for promotions in grades K-8 that include demonstrated proficiency on local assessments, standardized tests, and final progress reports/report cards. In determining the best educational interests of a pupil, appropriate grade placement decisions shall be based upon the mastery of critical knowledge and skills including reading, writing, and mathematics and in consideration of social, emotional, and physical needs. The educational program shall provide for the continuous progress of students.~~

~~In grades 6-8, promotion requirements also include successful course completion, as indicated on the final progress report, in English/language arts, and mathematics, and either science or social studies and at least fifty percent (50%) of the remaining courses taken.~~

~~5530.1.2 — Personal Education Plans (PEPs) must be provided for students in grades K-8 at risk for academic failure and who are not successfully progressing toward grade promotion and graduation. Parents should be included in the implementation and ongoing review of Personal Education Plans.~~

~~5530.1.3 — Effective the 2008-2009 school year, all students in grades 3-8 who score at level II on End-of-Grade tests in reading, mathematics, or science shall be administered Retest 1. Parents of students who score at Achievement Level I score shall be given written notice of their right to have their student retested. Schools will require an active parent request before providing a re-test to these students.~~

~~5530.2.1 — In grades 9-12, students shall be required to meet local and state standards for graduation from high school that include demonstrated proficiency on state tests. Local promotion requirements are based on credits, which may be earned by successful completion of specific courses. A high school course carrying a one-unit credit must be scheduled for a minimum of 150 hours. A course carrying a fractional part of one unit or multiples of one unit must be scheduled for proportional fractions or multiples of 150 hours. Magnet and block schedule high schools are exceptions to these guidelines.~~

~~5530.2.2 — Personal Education Plans (PEPs) must be provided for students in grades 9-12 at risk for academic failure and who are not successfully progressing toward grade promotion and graduation. Parents should be included in the implementation and ongoing review of Personal Education Plans.~~

~~— Students will be notified annually of graduation course requirements as defined in both the Wake County Public School System High School Program Planning Guide and Middle School Program Planning Guide.~~

~~Whenever a student completes graduation requirements early or late, the student:~~

~~— A. May elect to graduate prior to the end of the academic year.~~

- ~~_____ B. May not participate in any extracurricular activities or athletics after mid-year graduation.~~
- ~~_____ C. May participate in graduation practice and ceremony at the principal' discretion if a written request from the parent/guardian has been received within two weeks of the end of the final semester of study.~~
- ~~5530.2.3 Effective 2009-2010, all public school students who score at Achievement Level II on an EOC assessment shall be administered Retest 1. Testing and retesting provisions are made according to NCDPI policy.~~
- ~~5530.3.1 Parent consultation and involvement, including timely notification, is required for K-12 students at risk of not meeting promotion and/or graduation standards and requirements.~~
- ~~5530.3.2 Focused intervention strategies and accelerated activities will be provided to meet the needs of identified students.~~
- ~~5530.3.3 To the extent possible, all students with disabilities shall participate in the student accountability standards for elementary, middle, and high school levels.~~
- ~~5530.3.4 Students with limited English proficiency are required to meet the same promotion standards as all other students. However, in accordance with federal law, English language proficiency cannot be the factor that determines whether or not a student has met performance standards.~~
- ~~5530.3.5 It is the responsibility of the school principal to determine the appropriate grade level for each student. In determining the appropriate grade level for a student who is already attending a public school, the principal shall consider the student' classroom work and grades, the student' scores on standardized tests and the best educational interests of the student. If a principal' decision to retain a child is partially based on the student' scores on standardized tests, the test scores shall be verified as accurate. 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.~~

Aligning with current North Carolina State Board of Education policies, state law, and federal law, Wake County is committed to ensuring that promotion standards are based on student demonstration of academic growth and proficiency for each grade level. These masteries are established to provide our students with the ability to graduate as globally competitive individuals who are prepared for continuing education and/or the work force.

To that end, students in the Wake County Public School System are required to meet applicable promotion standards and graduation requirements as established by the State Board of Education and NC Department of Instruction. To the extent additional guidance is necessary, the Superintendent or his designee shall implement procedures to facilitate the application of this policy. Where local policy is in conflict with current state or federal requirements, the current state or federal requirements shall 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. At a minimum,

- 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 End of Grade, End of Course, and/or NC Final Exam results for promotion decisions is prohibited.
- 4 Current data from formative, benchmark, and summative assessments (local and state), portfolios ~~and artifacts~~ (local and State) and artifacts shall 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 Extended Day
- f. Credit Recovery Program
- g. Summer Academies
- h. Online Learning
- i. 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 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 applicable assessments as determined by NCDPI.

2. The W-APT 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 the ACCESS test annually until their scores reach a level determined by the state whereby they 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 intervention 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. 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.

Legal Reference: 115C-45(c), -47(39), 288(a); North Carolina Administrative Code 2E.0103; G.S.115C-288; G.S.115-C-105.41; [G.S. 115C-174.11\(a\)](#); [G.S. 115C-83.6](#); [G.S. 115C-83.7](#)

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Student Grievance Policy 6520

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