

Policy Code: 3600 STUDENT PROMOTION AND ACCOUNTABILITY

The Edenton-Chowan Board of Education affirms its responsibility to provide a quality educational program for all elementary and secondary students within the school district. The Board recognizes that the rate and level of cognitive, social, emotional and physical development vary among students and that these critical factors must be considered in promoting or retaining a student.

The Board of Education assigns the professional staff the responsibility of teaching each student at his/her instructional level. Teachers are accountable for the early identification of students who are at risk of not meeting promotion standards and for consulting with parents and appropriate school personnel.

A. Criteria Used in Deciding Promotion

Students must meet local standards and standards as required by the North Carolina State Board of Education. The standards will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in [G.S. 115C-83.6](#) *et seq.* and State Board of Education Policies [KNEC-002 through -003](#).

1. Factors to be considered in promotion of kindergarten through second grade students:

- All students must be assessed using developmentally appropriate reading and math measures
- Teacher documentation
- Parental input
- Test results (including standardized tests)
- Results of intervention strategies
- Attendance (a student may not have more than 20 unexcused absences)

2. Factors to be considered in promotion for grades 3-8:

- Academic progress in all subject areas as defined by the Edenton-Chowan Schools administrative procedures
- Performance on state and local tests and classroom assessments
- Medical, social and behavioral information
- School assistance team recommendations
- Teacher documentation
- Parental input
- Attendance (a student may not have more than 20 unexcused absences)

B. Promotion and Graduation Standards for High School Students

In order to be classified on a particular (9-12) grade level, the student must meet the following requirements:

- 9th Grade - Promotion or placement from 8th grade.
- 10th Grade - Six units. Beginning with the entering 9th grade class in 2009-2010, the six units of credit must include English 1 and Math I.
- 11th Grade - Thirteen units.
- 12th Grade - At least twenty units.

While promotion in high school is determined by course credits earned, in order to stay on track for graduation students must take the courses required by the State Board of Education in the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study, and meet local

graduation requirements. Students should verify current requirements with their guidance counselors when planning course schedules or making other decisions based on graduation requirements. State graduation requirements can be found on the Department of Public Instruction website, <http://www.dpi.state.nc.us/docs/gradrequirements/resources/gradchecklists.pdf>. A copy of these requirements is available at each school.

Students have the opportunity to earn one or more of the following diploma endorsements identifying a particular area of focused study: (1) Career Endorsement, (2) College Endorsement (two options), (3) North Carolina Academic Scholars Endorsement, and/or (4) a Global Languages Endorsement. No endorsement is required to receive a diploma.

In addition to state graduation requirements, in order to earn a diploma from the Edenton-Chowan Public Schools students must earn 28 total units of course credit, including 13 elective units. Within the 13 electives, students must complete a four course concentration in one of the following: Career and Technical (CTE), JROTC, Arts Education (e.g. music, theater arts, visual arts, etc.), or any other professional degree preparation pathway (e.g. mathematics/science, humanities, social sciences, etc.). *[Note: students entering 9th grade prior to the 2009-2010 school year must fulfill prior graduation requirements, which are available from guidance counselors at each high school].*

When a student encounters a significant hardship that impedes his/her ability to graduate from high school in the traditional fashion, students may apply for an individualized plan for graduation. For students facing these barriers to learning, a diploma can be awarded if the state graduation requirements are met. These students will meet with their high school counselors and the administration to create an individualized graduation plan, draft a Contract of Commitment, and apply to participate in this opportunity. Recommendations about a student's admittance to the program will be made by the high school's Response to Intervention Committee. Placement in the program must be approved by the principal and superintendent. Students should have completed at least three semesters of high school and be at least 16 years old prior to pursuing this course of action.

C. Reading Camp

The board will provide reading camp opportunities as required by law at no fee for students who have not yet demonstrated reading proficiency on a third grade level at the end of third grade and for first and second grade students whose demonstrated reading comprehension is below grade level. The superintendent or designee shall encourage parents of eligible students to enroll their students in a reading camp. To the extent resources permit, the board will offer fee-based reading camp opportunities to students who have successfully demonstrated reading proficiency appropriate for a third grade student and to first and second grade students who have demonstrated appropriate developmental abilities in reading comprehension. Annually, the board will establish criteria for priority enrollment in its fee-based reading camps and will set the attendance fee at an amount not to exceed the statutory limit. The superintendent shall notify interested parents of the application procedure for the fee-based reading camps.

"Reading proficiency" means reading at or above the third grade level by the end of a student's third grade year, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.

D. Intervention for Students Not Making Progress

The goal of the school district is to use early identification of students unlikely to meet the standards for progression and provide them appropriate intervention. A student's lack of academic progress shall trigger appropriate action by school personnel, such as parent conferences, and referrals. Schools should include in their school improvement plan the types of intervention strategies that will be offered.

Intervention Strategies

Intervention involves identifying strategies specifically designed to increase grade level proficiency. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, special grouping, tutorial sessions, extended school day, Saturday school, modified instructional programs, small or large group counseling program, summer school instruction, individualized instruction, remedial instruction or retention.

In accordance with Policy 2130, Parental Involvement, the principal or designee shall strive, through oral or written communication or other means, to include the parents of students identified as at-risk in the implementation and review of academic and/or behavioral interventions for their children, in accordance with policy 3630, Students at Risk of Academic Failure.

Extended instructional opportunities should be different from and supplemental to regular classroom instruction. When feasible, the school should seek to involve parents and the students in discussing intervention strategies. Students may be required to participate in the intervention strategies and demonstrate acceptable growth and achievement before being promoted to the next grade level.

E. Waiver of Promotion Standards

Parents, teachers or school placement committees may request promotion for students not meeting promotion standards. Waiver requests will be considered by a school placement committee. The school placement committee is responsible for reviewing each referral, including information gathered from the student's teachers and submitted by parents, and making a recommendation to the principal for promotion or retention. The principal shall appoint the members of the school placement review committee, which should include an assistant principal, a regular classroom teacher, a member of the Student Services Team, and an exceptional children's teacher (required if a student with a disability is being considered for waiver) or an ESL teacher (required if a Limited English Proficient student is being considered).

The parents shall be invited to attend the review process as nonvoting members and shall be allowed to speak and present information on behalf of their child.

The school placement committee shall consider information presented by the student's teacher and school principal and any information provided by the parents. For regular education students, the committee should provide written findings regarding whether the student is performing at grade level in spite of the failure to meet promotion standards. For students with disabilities or limited

English proficiency, the committee should consider and provide written findings regarding whether the student has made substantial academic growth and progress toward the student's IEP goals or LEP standards.

Upon completion of the review, the committee chair will notify the principal in writing of the committee's recommendation.

The principal will notify the parents in writing of his/her decision to promote or retain the student.

Students may be retained only once in each grade span, K-5 and 6-8, unless a waiver of this provision is recommended by the school placement committee and approved by the principal.

The principal of the student's school shall maintain the final authority regarding promotion, taking into account local promotion requirements, test scores, any prior retentions, the age of the student, recommendations from any review committee, and any documentation provided by such review committee.

F. Standards for Students with Disabilities

1. To the extent possible, all students with disabilities shall participate in the Student Accountability Standards. All interventions and other opportunities, benefits and resources will be made available to all students. Such opportunities may be in addition to any special education services provided to the student.

2. Students with disabilities may be exempted from the promotion standards by the Individualized Education Program (IEP) Team, if it is determined by the IEP team that the students do not have the ability to participate in the State Standard Course of Study. However, exempted students shall be enrolled in a functional curriculum and demonstrate acceptable outcomes on alternate assessments.

3. The graduation certificate is available to recognize certain students with disabilities who are not on a diploma track. Requirements for the graduation certificate are available from the Exceptional Children Department. Students with disabilities who meet specific criteria may obtain a high school diploma by completing the Occupational Course of Study.

G. Students with Limited English Proficiency

1. Students with limited English proficiency shall meet the same standards as all students. However, limited English proficiency students may be assessed using an alternate assessment in accordance with applicable law and State Board of Education policy. English language proficiency cannot be the factor that determines that a student has not met performance standards.

2. Limited English proficient students in high school shall meet the same standards as all students for high school graduation.

3. Focused interventions shall be provided for students until they have met 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.

H. Credit by Demonstrated Mastery

Beginning with the 2014-15 school year, the superintendent shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6 through 8 may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent.

I. Repeating a Course for Credit

1. Repeating a Previously Failed Course

As provided in State Board of Education policy [GCS-M-001](#), high school students who fail a course for credit may repeat that course and take the associated End-of-Course (EOC) or NC Final Exam (NCFE) assessment. Those students who have already scored at Level 3, 4, or 5 on the associated EOC assessment may elect either to retake the EOC or use the previous passing EOC score as 25% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade. Those students who are enrolled in an NCFE course, must retake the assessment and the higher of the two scores will be used in the calculation of the final grade. To take advantage of this option, the student must repeat the entire course. Beginning with the 2015-16 school year, when a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy. When a student repeats a course for credit and passes the course, the student only earns credit towards graduation once.

2. Repeating a Course for which Credit was Earned (Grade Replacement)

The board recognizes that high school students may need to repeat a course for which they have earned credit in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals. Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the superintendent:

- a. the student must have earned a letter grade of C or lower in the course on the first attempt;
- b. the student must make a written request to repeat the course;
- c. the principal or designee must approve the request;
- d. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;

- e. the course to be repeated must be a duplicate of the original class and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;
- f. upon completion of the repeated course, the new course grade will replace the student's original grade on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility, regardless of whether the later grade is higher or lower than the student's original mark;
- g. credit towards graduation for the same course will be given only once;
- h. a course may be repeated only one time; and
- i. students may repeat a maximum of four previously passed courses during their high school careers.

The superintendent shall require notice to students and parents of these preconditions and of any other relevant information deemed advisable by the superintendent.

J. Reporting Requirements

1. Superintendent's Report to the Board

At least on an annual basis, the superintendent shall provide the board with the following information for each school:

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the number and percentage of students retained and/or not meeting the standards for their grade level;
- c. the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and
- d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

2. Report to the North Carolina State Board of Education and Department of Public Instruction

Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided annually to the State Board of Education and the Department of Public Instruction.

3. Publication on the School System Website

Information about the reading performance of first, second, and third grade students will be posted on the school system website in accordance with state law.

K. Notification to Parents

Parents shall be notified annually of Student Promotion and Accountability Standards by including a copy of this policy in each school's student/parent handbook.

In addition, the principal or designee must notify the parents of any student who does not meet the accountability standards and must provide the parents with information concerning retesting and intervention opportunities.

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade, or third grade student (1) is demonstrating difficulty with reading development or (2) is not reading at grade level, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review, and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with [G.S. 115C-83.7\(a\)](#) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in [G.S. 115C-83.7\(b\)](#) and (2) a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency.

Teachers shall provide parents of students retained under [G.S. 115C-83.7\(a\)](#) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

L. Children of Military Families

As required by the Interstate Compact on Educational Opportunity for Military Children ([G.S. 115C-407.5](#)), [G.S. 115C-407.12](#), school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families in courses or programs offered by the school system.

LEGAL REFERENCE: [G.S. 115C-12\(40\)](#), [-36](#), [-45\(c\)](#), [-47](#), [-81.25\(c\)\(10\)\(c\)](#), [-81.45\(d\)\(1\)](#), [-83.2](#), [-83.3](#), [-83.6](#), [-83.7](#), [-83.8](#), [-83.9](#), [-83.10](#), [-83.11](#), [-105.21](#), [-174.11](#), [-288\(a\)](#), [-407.5](#), [-407.12](#); State Board of Education Policies [CCRE-001](#), [GRAD-004](#), [GRAD-007](#), [GRAD-008](#), [GRAD-010](#), [KNEC-002](#), [KNEC-003](#), [TEST-003](#)

CROSS REFERENCE: Parental Involvement (Policy 2130); Students at Risk of Academic Failure (Policy 3630); Dropout Prevention and Intervention (Policy 4010)

OTHER RESOURCES: *Guidelines for Testing Students Identified as English Learners* (N.C. Department of Public Instruction), available at

<https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners>; Read to Achieve

Implementation Guide, available at

<https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/k-3-literacy>

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Edenton-Chowan Schools