

5530 3420 R&P: Student Promotion and ~~Intervention~~ Accountability

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 made by the principal and~~ 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, ~~except as may be required by law.~~
4. ~~Multiple data points in a balanced assessment system including~~ 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 ~~as determined by the Superintendent pursuant to State law. in compliance with State mandates.~~ Student achievement will be progress toward the standard is documented on report cards. For students at risk of retention, schools will develop an intervention plan and document response to intervention.
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. ~~For students at risk of retention, schools will develop an intervention plan and document response to intervention.~~ 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. For students at risk of retention and/or not graduating on time, schools will develop an intervention plan and document response to intervention using the district-supported platform and/or Academic Recovery Plans. Achievement will be documented on the report card.
8. Elementary and middle schools will formally notify parents/guardians of the possibility of retention prior to the middle of the third marking period to provide time to continue partnering around strategies to support the student.

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~~

1) Intervention Teams

Each school will establish an Intervention Team led by the Intervention Team Facilitator/Intervention Coordinator to provide a systemic response for groups and/or individual students who need support in addition to core instruction to meet applicable promotion standards and on time graduation requirements.

Teams will:

- A. Establish and communicate a clear process by which teams will meet at least monthly to discuss groups and/or individual students requiring Supplemental or Intensive Interventions.
- B. Engage in collaborative, data-based problem solving around groups or individual students to:
 - 1. identify the difference between individual student's academic and/or behavior outcome and criterion for success.
 - 2. identify and define the academic and/or behavior problem
 - 3. develop hypotheses related to instruction, curriculum, environment and/or learner
 - 4. identify and select evidence-based interventions directly aligned to the students' specific area(s) of need
 - 5. develop a plan to monitor student(s) response as a means to evaluate the overall effectiveness of the plan and the intervention instruction.
- C. At least three times a year, analyze school-wide attendance, academic and behavior data to ensure groups and/or individual students in need of supplemental or intensive instruction are receiving the appropriate tiered support.
- D. Communicate the effectiveness of the overall progress of students receiving supplemental and intensive academic and/or behavior instruction with the school-based leadership team and the IALS department.

2) Intervention Plans

Schools will develop Intervention Plans in a timely manner based on multiple data points for students who are not successfully progressing toward grade

promotion. In implementing intervention plans, all schools will have a process that includes the following:

- A. Schools will use district-established thresholds, when applicable, to identify which students will enter and/or exit supplemental and/or intensive intervention support for academic and/or behavior.
- B. Intervention plans are collaboratively created by a school-based team (PLT or intervention team) and parents/guardians for students who are at-risk on two or more data points and/or not making sufficient progress towards grade promotion.
- C. Plans will include the following information: identified area of need, aligned intervention, intervention provider, frequency and duration, progress monitoring and rate of improvement, student(s) goal(s) and plan review date.
- D. A team (PLT or intervention team) reviews intervention plans at least quarterly examining multiple data points to determine student(s) response to intervention and determine next instructional steps for student(s).
- E. Schools communicate student goals, progress, and/or plan changes with parents or guardian(s) regularly and document using a district supported tool.
- F. Schools along with parental input will periodically evaluate the effectiveness of the interventions being used to support students.

C. Read to Achieve Reading Camps

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 a Good Cause Exemption. 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. Information is provided to Limited English Proficient parents in a language they can understand.

The Board will provide reading camp opportunities as required by law at no fee for students in grades 2 and 3 who have not yet demonstrated reading proficiency by the end of the year. Families may incur costs for meals. 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 second grade

students who have demonstrated appropriate developmental abilities in reading comprehension. Annually, district staff 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 or designee shall notify interested parents of the application procedure for the fee-based reading camps.

D. Students with Disabilities

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. All students with disabilities must have access to core instruction and intervention strategies in addition to appropriate specialized instruction. For students accessing the extended content standards, principals shall consider achievement on state standards and progress on Individualized Education Program (IEP) goals when making decisions about promotion and retention.

E. 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. English Learner students shall meet the same standards as all students in accordance with current federal law and state requirements. Schools are to provide appropriate language supports across learning contexts, in accordance with the WCPSS Language Assistance Program (a.k.a. LIEP, Language Instruction Educational Program) and the students EL Plan. Civil Rights legislation requires public schools to ensure both: 1) Attainment of English as a new language, as measured by annual state assessments of progress to English proficiency and instructional evidence of academic English language development and, 2) accessibility to academic content across settings.
3. Data-based problem solving should occur when an English Learner student is not progressing similarly to "like peers", e.g., number of years in US schools, academic background, grade level.

~~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.~~

F. Grade Placement and Appeal Process

1. It is the responsibility of the school principal to determine the appropriate grade level for each student ~~considering the student's classroom work and grades, scores on standardized tests, and the best educational interests of the 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~~ [Policy 1740/4010 Student and Parent Grievance Procedure](#) 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: [G.S. 115C-288\(a\)](#)

Revised: February 7, 2000

Revised: January 18, 2001

Revised: February 28, 2001

Revised: April 25, 2001

Revised: May 17, 2002

Revised: November 6, 2002

Revised: December 19, 2002

Revised: March 18, 2004

Revised: October 14, 2004

Revised: June 2010

Revised: April 5, 2011

Revised: January 15, 2014

Wake County Board of Education