

<b>Local Guidelines and Requirements For Student Promotion and Accountability</b>	<b>IHE-R</b>	Revised <b>7.15.15</b>
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## **A. Grade Level Proficiency Guidelines**

The following grade level student accountability guidelines are based on a belief in the need to provide early and ongoing assistance to students who need it. Our aim must be that all students have the reading, writing, language, mathematics, and computing skills to be successful at the next level of schooling. These guidelines provide multiple criteria for assessing student readiness to perform at the next grade level of study. These guidelines, in addition to others the local school determines to be appropriate, should be used by the principal and teacher(s) in assessing each student's preparedness to perform successfully at the next grade level. These guidelines recognize the legal authority of the principal, in consultation with teachers, to promote and to retain students not performing at grade level expectations. Teachers should inform and assist parents in understanding these guidelines and grade level expectations. Parents should be encouraged to collaborate with the teacher(s) in monitoring and assessing their child's progress and performance throughout the year. Parent input should be requested and considered in making promotion and retention decisions. This decision should be made based on what is in the child's best interest, both academically and personally. Parents have a right to appeal a local school decision to the superintendent and/or board of education.

### **K-2 Promotion Guidelines**

## **B. Kindergarten Promotion Guidelines**

- Letter Recognition and Letter Sounds
- Passing DIBEL Score—FSF, LNF, PSF, and NWF
- Math Summative Assessment – A reasonable understanding (Level III/IV) on each domain assessed
- Writing Continuum Profile – Meeting
- TRC Record Level – D
- Demonstrates grade level computer skills
- Age and maturity of student (social, emotional, and physical)
- Attendance Record
- Prior Retentions
- Student growth, pertinent information, and assessment considerations deemed appropriate to use in determining a student's readiness to perform successfully at the next grade level
  - high frequency word recognition

### **C. First Grade Promotion Guidelines**

- Passing DIBEL scores—PSF, NWF, and ORF
- TRC Record Level – J
- Writing Continuum Profile – Meeting
- Math Summative Assessment – A reasonable understanding (Level III/IV) on each domain assessed
- Demonstrates grade level computer skills
- Age and maturity of the student (social, emotional, and physical)
- Attendance Record
- Prior Retentions
- Student growth, pertinent information, and assessment considerations deemed appropriate to use in determining a student’s readiness to perform successfully at the next grade level
  - high frequency word recognition

### **D. Second Grade Promotion Guidelines**

- TRC Record Level – M
- Passing DIBEL score—NWF and ORF
- Writing Continuum Profile – Meeting
- Math Summative Assessment – A reasonable understanding (Level III/IV) on each domain assessed
- Demonstrates grade level computer skills
- Age and maturity of student
- Attendance Record
- Prior Retentions
- Ability to work independently
- Student growth, pertinent information, and assessment considerations deemed appropriate to use in determining a student’s readiness to perform successfully at the next grade level
  - high frequency word recognition
  - phonics skills
  - spelling of high frequency words

### **E. Third Grade Promotion Guidelines**

#### **Read to Achieve Requirement for Meeting Third Grade Promotion Standards**

- Pass BOG with scale score of 439 or higher or
- Pass end of grade (EOG) reading assessment or
- Pass state developed alternative assessment (Read to Achieve Test) or
- Meet 70% proficiency on passages in the portfolio or
- Pass locally approved alternative assessment – Level P on #-D assessment.

#### **Local Promotion Guidelines in Grade Three**

1. Level III proficiency in mathematics
2. Writing proficiency – meeting as indicated on writing rubric
3. Demonstrated proficiency on grade level computer and writing skills

4. Class coursework – passing reading, mathematics language, and two (2) other subjects
5. Age and maturity of student
6. Attendance record
7. Number of times retained previously
8. Special Needs (i.e., Exceptional Children, LEP)
9. Student work samples/portfolios
10. Progress in IEP if applicable
11. Input from Others (i.e., parents, resource teachers, outside agencies, etc.)
12. Other pertinent information and assessment data deemed appropriate to use in determining a student’s preparedness to perform at the next grade level
13. Appropriate and focused intervention to assist the student in meeting grade level expectations

### **Promotion Guidelines in Grades Three-Eight**

1. Level III proficiency in both reading and mathematics
2. Writing proficiency – meeting as indicated on writing rubric
3. Demonstrated proficiency on grade level computer and writing skills
4. Class coursework – passing reading, mathematics, language, and two (2) other subjects
5. Age and maturity of student
6. Attendance record
7. Number of times retained previously
8. Special Needs (i.e., Exceptional Children, LEP)
9. Student work samples/portfolios
10. Progress in IEP
11. Input from Others (i.e., parents, resource teachers, outside agencies, etc.)
12. Other pertinent information and assessment data deemed appropriate to use in determining a student’s preparedness to perform at the next grade level
13. Appropriate and focused intervention to assist the student in meeting grade level expectations.

### **Notification Statement**

1. At the end of the **second grading period**, written notification shall be made to the parents of all students who are potentially at risk of being retained. A copy of this communication shall be maintained by the principal.
2. At the end of the **third grading period**, the School-Based Leadership Team shall meet to evaluate the progress of all at-risk students. The parents of students not meeting grade level expectations will be invited for a conference to review the student’s status and to discuss intervention strategies that may assist the student in reaching proficiency. A copy of the notification and summary of findings shall be maintained at the school.
3. At the end of the school year, a final written notification shall be sent with the report card to the parents of students who will be retained.

## High School Promotion Requirements

In accordance with graduation requirements, grade level classification is based on a student's **maximum potential** to earn a credit along with the following criteria:

1. To be classified as a **sophomore**, a student must have passed the number of units equal to his/her maximum potential less 2 units. One unit must be English I.
2. To be classified as a **junior**, a student must have passed the number of units equal to his/her maximum potential less than 3 units. One unit must be English II.
3. To be classified as a **senior**, a student must have passed the number of units equal to his/her maximum potential less 4 units. One unit must be English III.

	Grade	Units
Duplin County Board of Education	9 <sup>th</sup> – 10 <sup>th</sup>	English I plus 5 units = 6 units
	10 <sup>th</sup> – 11 <sup>th</sup>	English I and II plus 11 units = 13 units
	11 <sup>th</sup> – 12 <sup>th</sup>	English I, II, and III plus 17 units = 20 units

4. High School Graduation Requirements (Refer to Appendix iv).