

**PROCEDURE FOR PITT COUNTY SCHOOLS' PROMOTION STANDARDS**  
(Effective 2010-2011 School Year)

K-8 students must be in attendance at least 160 school days AND meet the following criteria to be promoted to the next grade:

**Grades K – 2**

- Demonstrate grade level proficiency in Reading and Mathematics as evidenced by the Pitt County Schools' Reading and Mathematics assessment.

**Grades 3 – 8**

- Demonstrate Grade level proficiency in Reading and Mathematics by scoring Level III on the End-of-Grade test.
- Pass the following with a grade of at least 70:
  - English/Language Arts (including Reading and Writing)
  - Mathematics
  - Science
  - Social Studies

**Grades 9-12**

Students entering the 9<sup>th</sup> grade **for the first time 2006-2007 through 2008-2009:**

- Successfully complete a Graduation Project
- Earn 28 units of credit that must include:
  - 4 units English (I, II, III, and IV)
  - 3 units of Math (must include Algebra I)
  - 3 units of Science (Biology, Physical Science and Earth/Environmental Science)
  - 3 units Social Studies (World History, Civics and Economics and US History)
  - 1 unit Health and Physical Education
  - 14 units of Electives (including 4 units in selected pathway)
- Students must score at a proficient level on all End-of-Course tests.

Students entering the 9<sup>th</sup> grade **for the first time 2009-2010 and following:**

- Successfully complete a Graduation Project
- Earn 28 units of credit that must include:
  - 4 units English (I, II, III, and IV)
  - 4 units of Math (Algebra I, Geometry, Algebra II, and a 4<sup>th</sup> math course to be aligned with the student's post high school plans)
  - 3 units of Science (Biology, Physical Science and Earth/Environmental Science)
  - 3 units Social Studies (World History, Civics and Economics and US History)
  - 1 unit Health and Physical Education
  - 1 unit of Art Education
  - 4 units of Concentration
  - 8 units of Elective Credits (Excludes Concentration)
- Students score at a proficient level on all End-of-Course tests.

**\* SEE EXHIBIT 9.616 for specific course of study graduation requirements.**

### **Interventions**

School Level Promotion Committees may require that students participate in focused interventions including, but not limited to:

- alternative learning models
- special homework
- smaller classes
- tutorial sessions
- modified instructional programs
- parental involvement
- Saturday school
- extended school day

### **Grades K-2**

Students must be evaluated using Pitt County Schools Reading and Mathematics assessments. Appropriate intervention plans must be developed for any skills that are not mastered.

### **Grades 3 – 12**

For students scoring **BELOW** Level III on End-of-Grade Test(EOG) and End-of- Course Test(EOC):

- Participate in interventions over a minimum of four days (EOG) two days (EOC)
- Take the test a second time.
- Students who score below level III on the second test will have their work evaluated by the school-based promotion/ retention committee which includes the principal, teacher and a teacher from the next grade level or course level to determine the best placement for the student.
- **The principal may consider promotion of the student if the teacher can verify that the student is performing at grade level.**

**Pitt County Policy recognizes the right of a principal to make the final decision on grading and classifying students.**

### **Other Considerations for 9-12**

#### **For students who fail the course:**

- Re-enroll in the course during the school year (Twilight, NCVPS, or adjustment of schedule).

#### **For students who do not meet attendance requirements:**

- Students who have passed the course may appeal in conformity with Pitt County Board of Education Policy and Procedure 10.101on Attendance.

## Promotion Policy Waiver Procedures

### Students with Disabilities

If a student participates in the State Standard Course of Study on grade level:

- Participate to the extent possible in the State Student Accountability Standards.
- Students with disabilities who participate in the promotion standards will be provided all interventions/remediation, benefits, resources and other opportunities available to students without disabilities.
- All services offered are in addition to the special education services provided to the student.

If student participates in the State Standard Course of Study off grade level:

- School Level Promotion Committee (to include principal or a school district representative) must recommend a waiver of the promotion standards.
- Students enrolled in functional curriculum must demonstrate acceptable outcomes on alternative assessments.
- Special needs students who successfully complete 28 course requirements and their IEP shall receive a Graduation Certificate.

### Students of Limited English Proficiency

For LEP students who are exempt from testing, an instructional portfolio containing documentation of the students' English language proficiency and progress in all academic areas shall be submitted to a school level committee to determine if the students are ready to be promoted to the next level.

For LEP students who are no longer exempt from testing and score below level III on end-of-grade/course tests in reading and mathematics, a waiver from the promotion standards may be requested for a maximum of four years from the initial enrollment date if:

- A school level committee determines that lack of English proficiency resulted in the student's inability to perform at grade level on the required tests.
- The student is making adequate progress in all academic areas, as evident in an instructional portfolio.

**Note: Students of Limited English Proficiency must meet the same high school graduation standards as other students to receive a high school diploma. School districts must take affirmative steps to rectify language deficiencies that have the effect of excluding national origin minority students from participating in the educational program offered (*Lau v. Nichols*). LEP students shall be provided**

**focused intervention, including developing English proficiency, until promotion standards and high school graduation requirements have been met (up to the age of 21).**

#### **Promotion Procedures Timeline**

Promotion decisions should involve parents. All parent involvement efforts should be documented.

*If parents do not attend conferences related to the possibility of non-promotion or course failure, students' privileges may be suspended until a conference is held.*

Teachers will notify parents and schedule conferences regarding students who may be in danger of being promoted. Parents may request a conference at any time to discuss their child's progress. Conferences shall be held during times when teachers are free of classroom responsibilities, such as: before/after class, during planning periods, on teacher workdays, or during times when teacher assistants can supervise students. Teachers will maintain parent conference records on designated school forms.

#### **The principal shall:**

- Monitor the promotion and non-promotion status of all students by collecting appropriate information and assuring communication with parents using the following timeline:

**By the end of the first nine weeks (K-8) /six weeks of school (9-12) –** Identify students who are at risk of failure:

**Complete Personal Education Plan and have a parent conference.**

#### **The teacher shall:**

- Develop an intervention plan that includes diagnosis of difficulties, intervention strategies and tactics for monitoring.
- Hold parent conference to discuss plan.
- Document parent conference.
- Provide report to principal as requested.
- Indicate on the report card if the student's grades are on below grade level work.

#### **K-8 STUDENTS**

##### **By the end of the first semester:**

- Identify students in danger of not meeting promotion standards using existing grades, prior End-of-Grade or End-of-Course Test results and attendance records.
- Identify high-risk students, track and document interventions with the use of Personal Education Plans.
- Notify parents of the possibility of course failure on report cards and interim progress reports.

##### **By the end of the third nine weeks:**

- Contact parents of students in danger of non-promotion or in danger of not passing a course and schedule a conference.
- Use forms PR1 or PR2.
- Notify parents of the possibility of non-promotion on the report card
- Conduct a parent conference and document communication with the parents.

### **9-12 STUDENTS**

#### **By the midpoint of the course:**

- Identify students in danger of not meeting promotion standards using existing grades, prior End-of-Grade or End-of-Course test results and attendance records.
- Identify high-risk students. Track and document interventions.
- Notify parents of possibility of course failure on report cards and interim progress reports.

#### **At the end of the second marking period:**

- Contact parents of students in danger of non-promotion or in danger of not passing a course.
- Conduct a parent conference and document communication with parents.
- Follow local school procedure for tracking and documenting contact and interventions.
- Notify parents of possibility of course failure on the report card.