

Hobgood Charter School

Policy: Student Promotion, Retention, and Accountability

Purpose

The board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much time or as little time as they need to be proficient at a particular level of study. Students will be promoted to the next level of study as described in this policy.

Student Promotion Standards

The principal/lead administrator shall develop (1) proposed promotion standards and (2) a process to be used in determining a student's readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student's work, and when appropriate, accepted standards for assessing developmental growth. The standards and process 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 AND -003.

Grades K-2

Students in Kindergarten through second grades shall demonstrate grade level mastery of required skills listed in the North Carolina Standard Course of Study in reading, math, and writing. Mastery of skill will be measured by formative, benchmark, and mCLASS assessments. Students must also meet the state attendance requirement.

Grades 3-8

Students in grades 3rd through 8th will take the NC End-of-Grade (EOG) tests in reading and math at the end of the school year. Students in grades 5th and 8th will also take the EOG test in science. A student who scores below Level III on either test may be retained in the same grade. However, a student who scores below a Level III and who has met the state attendance requirement could be considered for promotion if the following criteria are met:

1. The student meets grade level reading and math proficiencies before the new school year begins;
2. The student's reading and/or math teacher show evidence that the student is performing on grade level;
3. The student has been retained once previously in grades K-5 or in grade 6-8.

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Additionally, 3rd grade students have to meet the Read to Achieve standards. All students who do not pass the EOG will go through an initial waiver meeting to determine if the student will be retained or promoted.

The Hobgood Charter School Board recognizes the authority of the principal/lead administrator to make the final decision on grading and classifying students.

Grades 9-12

Below are requirements for promotion/retention for high school classification as well as honors recognition to be discussed and approved for graduation:

Promotion Requirements:

The following credits must be earned in order to be promoted to grade levels beyond 9th grade:

Freshman/9th grade - promoted from 8th grade

Sophomore/10th grade - 6 units (including English I plus 1 core unit)

Junior/11th grade - 12 units (including English I and II, Math I plus 2 core units)

Senior/12th grade - 18 units (including English I, II, and III, Math I and II plus 5 core units)

Note: Core units are those required for graduation. They are cumulative - the core units required for promotion for one grade count towards those needed for the next grade.

[NC Diploma Endorsements](#) - seals of special achievement that will be placed on the diploma

Special Graduation Honors you can earn:

- Honor Graduate - 3.7 weighted GPA and no course failures during high school
- President's Award for Academic Excellence - 3.5 unweighted GPA and achievement of 85th percentile or above on ACT or SAT Reading or Math
- Beta Club - 3.25 unweighted GPA and other requirements according to by-laws
- North Carolina Academic Scholars - See endorsements
- Valedictorian - Highest weighted GPA in the graduating class
- Salutatorian - Second highest weighted GPA in the graduating class

Promotion Standards of Students with Disabilities

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions must be based on criteria recommended by the IEP team.

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All intervention strategies and other opportunities, benefits and resources that are made available to students without disabilities must be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

The IEP team must specify any alternative promotion standards or requirements which may be based on the student's progress on IEP goals.

Acceleration

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study.

Although student placement ahead of grade should be approached with caution, the principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate. The final decision to advance a student in grade shall rest with the principal, with the agreement of the student's parent or guardian.

Reporting Requirements

Lead Administrator's Report to the Board

At least on an annual basis, the lead administrator shall provide the board with the following information:

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

Report to the NC 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.

Publication on the School Website

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

Resource

Consistent with the objective of improving student performance, the board will provide HCS with maximum flexibility in the allocation of state funds. The principal/lead administrator is expected to budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as part of the school improvement plan submitted by the principal/lead administrator. All funds will be used in a fiscally sound manner.

Notification to Parents

The principal/lead administrator 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 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.

Parents may request a conference at any time during the academic year to discuss their child's progress. Conferences shall be held during times when teachers are free from classroom responsibilities such as before or after class, during planning periods, or on teacher workdays.

The teacher of a student who is in danger of not being promoted shall schedule a conference with the student's parent by the conclusion of the 4th six-week grading period. 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 level of study and must provide 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. Teacher shall provide parents of students retained under G.S. 115C-83.7(1) at least monthly written reports on student progress toward reading

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proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments and other relevant information.

Teacher will maintain records of parent notifications and conferences.

Legal References: G.S. 115C-36, -45(c), -47, -81.5, -83.2, -83.7, -83.8, -83.9, 83.10, -105.21, -174.11, -288(a), -407.5; State Board of Education Policies CCRE-001, KNEC-002, KNEC-003