



**Promotion and Intervention  
for  
High Schools**

- Promotion standards in grades 9-12 are determined by an accumulation of credits earned in individual courses within a declared Course of Study. Students and parents are notified of these requirements through Program Planning Guides, orientation for new students, websites, parent meetings and other means that publicize promotion standards.
- The Program Planning Guide delineates promotion requirements for all Wake County Public School System high schools.

<b>Practice</b>	<b>Responsible Party</b>	<b>Remediation/Retest/ Determination</b>
Final grades in courses are calculated and submitted for inclusion on the Student Transcript.	<b>Instructional Staff at Schools</b>	Students may recover credit for unsuccessful attempts by repeating the course.
Students accumulate credits for courses and staff members apply promotion requirements applicable to their school as listed in the Program Planning Guide.	<b>Instructional Staff at Schools</b>	Students and parent are notified of grades through Progress Reports and Report Cards.  Parents are notified of promotion decisions and credit recovery opportunities through year-end correspondence from high schools.
<p>Select students are now subject to new requirements established by the State Board of Education (SBE) and referred to as the Exit Standards. This policy applies to students entering high school for the first time in 2006/07 and beyond. Middle school students who take an exit standard course (i.e. Algebra I) in middle school are subject to the same standards. This requirement applies to all Courses of Study with the exception of the Occupational Course of Study.</p> <p>Students must be proficient (scoring at Achievement Level III with one standard error of measurement) or above in English I, Biology, Algebra I, Civics and Economics and U.S. History. In addition, these students must successfully complete a Graduation Project</p> <p>Students must also demonstrate</p>	<b>Instructional Staff at Schools</b>	<p>Students who receive credit for the course (numerical average is at or above 70 after the End of Course exam is averaged in at 25%) but do not score Level III or IV are subject to a retest, remediation, retest, and review protocol.</p> <p>Parents will be notified of the protocol through various means: phone calls, letters, conferences or electronic communication.</p>



proficiency on the North Carolina Test of Computer Skills.		
Retest I	<b>Instructional Staff at Schools</b>	Students who receive credit for the course but do not score at the proficient level on the EOC exam will receive Retest I within three weeks of the EOC exam.
Focused Intervention	<b>Instructional Staff at Schools</b>	<p>Students who score at the proficient level on Retest I will be considered to have met the Exit Standard and this will be noted in the student's record.</p> <p>Students who fail to meet the Level III or IV proficiency standard on Retest I will be provided appropriate focused intervention. The Personal Education Plan may be a source of information as the school staff considers areas of strength and areas of need for each student. A portfolio of the student's work will be collected for possible review.</p> <p>Parents may choose for their child to forego Retest I and immediately begin focused intervention.</p> <p>Students administered the NCCLAS who do not score at the proficient level begin focused intervention immediately before reevaluation by the NCCLAS.</p>
Retest II	<b>Instructional Staff at Schools</b>	<p>Following focused intervention, students who failed to meet the proficiency standard on Retest I will receive Retest II.</p> <p>Students who score at the proficient level on Retest II will be deemed to have met the Exit Standard and this will be noted in the student's record.</p>
Review Process	<b>Instructional Staff at Schools and Central Services</b>	For students who do not score at the proficient level on Retest II, a school-based review committee will be convened to consider the portfolio. The committee will be composed of teachers, administrators and central services staff. An exceptional children's (EC) teacher must be present if the student has identified special needs. An English as a Second Language (ESL) teacher must be present if the student is identified as Limited English Proficient (LEP). Parents may attend if they so



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		desire. The committee shall make a recommendation to the principal based on the student's Personal Education Plan, evidence within the portfolio, comments by staff members and parents, and the achievement level of the student.
Principal's Determination	<b>Principal</b>	<p>The principal will ultimately determine whether or not the student has met the Exit Standard:</p> <ul style="list-style-type: none"> <li>• A principal may determine that sufficient evidence exists to determine the student has met the standard and will note this in the records.</li> <li>• A principal may determine that insufficient evidence exists to determine the standard has been met, and the student will repeat the course. This will be noted in the record.</li> <li>• A principal may determine that evidence suggests the student will benefit from a period of course recovery, and when successfully completed, the standard will be met. This will be noted in the record.</li> </ul>
Graduation Project	<b>Instructional Staff at Schools and Central Services</b>	<p>A Wake County Implementation Guide for the Graduation Project has been developed that will incorporate the standards set forth by the SBE. This guide will publicize the rubrics required by the SBE in evaluating the paper, the portfolio, the product and the presentation. Each high school will develop and publicize their project design as the current grade 9 tracks through the high schools.</p> <p>Interventions will be available to students if they receive a "not yet" evaluation on any of their rubrics. Successful completion of each step will be required before they may participate in the presentation.</p> <p>Failure to successfully complete the Graduation Project will require that the student complete their assignment in summer school, credit recovery or extended learning time before a diploma may be awarded.</p>

\* Retests will serve as standards for student accountability, and only the first test will be used for school accountability.



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