

Descriptor Term:  
STUDENT PROGRESSION AND PLACEMENT

Descriptor Code:  
3.7500

Legal References: G.S. 115C-36, -47, -81, -105.21, -105.21A(a), -105.21A(b)

Cross References:

### 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 level of curriculum. To the extent reasonably possible, students should be given as much time or as little time needed to be proficient at a particular level of study.

#### A. Standards for Progression

The superintendent or his/her designee shall establish standards and a process for determining a student's readiness to progress to the next level of study. The standards must provide multiple criteria for assessing the student's readiness, such as standardized tests, grades, a portfolio or anthology of the student's work, and consideration of the student's maturity. The principals shall ensure that the standards are used by teachers and administrators in assessing each student's readiness to progress to the next level of study.

#### B. Intervention for Students Not Meeting the Standard

The goal of the school system is to identify as early as possible students who are unlikely to meet the standards for progression to the next level of study so that the school can provide appropriate intervention. Intervention must be provided for any student who does not meet grade level proficiencies established by the state.

Intervention involves identifying strategies specifically designed to increase grade level proficiency. Schools must include the types of intervention strategies that will be offered at the school in the school improvement plan. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, ad hoc grouping, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, small or large group counseling sessions, online learning, participation in or restriction of participation in extracurricular activities, individualized instruction of goals, or retention.

Extended instructional opportunities should be different and supplement the regular classroom instruction. When feasible, the school must seek to involve parents and the student in discussing intervention strategies. Students may be required to participate in the intervention strategies and demonstrate acceptable growth before being promoted to the next grade level or before being eligible to participate in extracurricular activities.

The superintendent shall establish administrative procedures with respect to promotion and retention of students.

#### C. 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 the subject in greater

detail or providing different types of educational experiences. To sufficiently challenge a student, the principal may reassign the student to a different class or level of study and/or may identify other concurrent enrollment or other curriculum expansion options.

The principal, after consulting with the professional staff and parents, may determine that skipping a grade level is appropriate. If permitted by state law or state board policy, credit toward high school graduation may be awarded for a student's advancing in or placing out of a high school course. The superintendent shall provide any additional criteria necessary to make the determination as to whether credit may be awarded.

D. Reporting Requirements

At least on an annual basis, the superintendent shall provide the board with the following information for each school:

1. aggregate student performance scores on state mandated tests, and any other standardized tests used by a school or the school district;
2. the proportion of students not meeting standards for grade level; and
3. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students to meet promotion standards.

E. Resources

Consistent with the objective of improving student performance, the board shall provide maximum flexibility to schools in the allocation of state funds. Schools are expected to budget financial resources in a manner which will meet the standards established in this policy. The board shall consider requests to transfer funds from other funding allotment categories to intervention strategies as a part of the school improvement plan submitted by a school.