

STUDENT PROMOTION AND ACCOUNTABILITY

Policy Code:

3420

A. PURPOSE

The Guilford County Board of Education recognizes its responsibility to provide a sound basic education for all students, kindergarten through grade twelve (K-12), based on the North Carolina Standard Course of Study and the State Board of Education's mandates setting student accountability standards.

Student promotion and accountability standards within this school system are guided by both state and local standards. The student accountability standards adopted for specific grade levels are based on the belief that all students must have the reading, writing, mathematics, technology, and higher order thinking skills critical for successful participation in higher education and in the work force.

B. STUDENT PROMOTION STANDARDS

The superintendent shall develop administrative regulations to this policy that include (1) promotion standards, (2) a process to be used in determining a student's readiness to progress to the next level, and (3) required intervention, supports, and family engagement steps to meet the needs of students who are not on track to meet promotion standards.

The superintendent shall ensure that the promotion standards and processes are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Pursuant to state law, principals have the authority to promote or retain students based upon the standards and processes established by the superintendent and any applicable standards set by the State Board of Education.

Promotion for Kindergarten through Grade 8

The standards for students in grades kindergarten through 8 shall 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 and completion of career development plans for students in middle school, as described in G.S. 115C-158.10.

Promotion for Grades 9 through 12

The standards for high school shall be based upon the completion of a number of units earned to be on track for graduation. The standards and process will incorporate all state

law and State Board of Education policy requirements, including those pertaining to career development plans for students in the tenth grade, as described in G.S. 115C-158.10.

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 Individualized Education Plan (IEP) team.

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.

Children of Military Families

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. §115C-407.5) and G.S. §115C-407.12, the superintendent has the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families, as defined in policy 4050, Children of Military Families, in courses or programs offered by the school system.

C. APPEALS OF PROMOTION DECISIONS

Appeals may only be considered due to an alleged violation of a specified federal or state law, federal or state regulation, State Board of Education policy, or local board of education policy or regulation pursuant to policy 1740/4010, Student and Parent Grievance. Appeals of grades shall be considered according to regulation 4700-R, Student Records.

D. CREDIT BY DEMONSTRATED MASTERY

The superintendent shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6 through 8 may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent.

E. CREDIT RECOVERY

The Board of Education believes in providing high school students who have not earned required course credit for graduation with an opportunity to recover lost credits. In accordance with North Carolina State Board of Education policy, the Board defines credit

recovery as an alternative to repeating an entire course to earn credit for high school graduation. Credit recovery specifically addresses deficiencies in a student's mastery of the course content and targets the specific components or standards of a course necessary for mastery. Credit recovery courses are pass/fail only and do not replace the original record of a failed course on the student transcript. Students who wish to modify their grade-point averages (GPAs) must repeat an entire course for credit.

The Board further believes that such credit recovery opportunities for students should include additional, consistent, and equitable access to standards-based content that fosters greater student mastery of the concepts and skills necessary for future academic success. Students may take an unlimited number of credit recovery courses to earn credit for failed courses prior to high school graduation.

F. CREDIT FROM STUDYING ABROAD

The board encourages students to participate in foreign exchange student programs to enhance their high school academic experience and heighten their awareness and knowledge of global cultures. With careful planning, students may receive credit for courses taken abroad that have substantial equivalency to school system high school courses in content and in hours.

Students who wish to receive high school credit for courses taken during the school year in a foreign country should file a request for study abroad credit with the principal or designee by July 1 of the year preceding the proposed study. To receive credit, the student must submit a copy of the syllabus of the course with the hours of study and grading system described. The student should promptly notify the principal or designee of any course changes. In accordance with policy 3460, Graduation Requirements, the Superintendent or designee shall determine the award of credit for courses taken abroad.

G. REPORTING REQUIREMENTS FOR STUDENT ACCOUNTABILITY STANDARDS

The superintendent will provide an annual report on student performance and the progress made toward meeting the student accountability standards as required by G.S. §115C-83.10.

Legal References: G.S. 115C-36, -45(c), -47, -81.5, -83.6, -83.6A, -83.6B, -83.7, -83.7A, -83.8, -83.9, -83.10, -83.11, -83.31, -158.10, -288(a), -407.5, -407.12; State Board of Education Policies CCRE-001, KNEC-002, KNEC-003

Cross References: Student and Parent Grievance (policy 1740/4010), Graduation Requirements (policy 3460), Children of Military Families (policy 4050); Student Records (regulation 4700-R)

Adopted: June 13, 2023

Revised: June 27, 2024; [TBD](#)