

PROMOTION, RETENTION, AND GRADUATION REQUIREMENTS

I. Purpose.

Raleigh County Schools is committed to increasing student achievement and accountability by assuring the academic placement of students meets the progression of skills at their respective grade level. In order to be promoted to the next grade, students must demonstrate mastery of the content standards and objectives set forth by the West Virginia Board of Education.

II. Elementary School Promotion and Retention.

- A. **Students in grades K-2**, working below mastery in reading or mathematics, may be considered for retention.
- B. **Students in grades 3-5**, may be considered for retention if they fail to demonstrate mastery in Reading, Mathematics or a combination of any two of the following: English, Science or Social Studies. A student must receive a grade of "D" or above for the year to be considered as passing.
- C. **Exceptions.** In grades K-5, if a student does not meet passing criteria, that student may still be considered for promotion based upon a review of student data and a recommendation by the school's Student Assistance Team. Notice of the decision must be provided to the Superintendent's designee prior to finalization. A student may not be retained more than once at any programmatic level.
- D. **Retention Timelines.** These steps are to be followed when considering retention:
 - 1. Students performing below mastery may be referred to the Student Assistance Team at any time. Students demonstrating academic difficulty or at-risk of failing should be referred to the Student Assistance Team no later than the end of the first semester. At that time, the Student Assistance Team's records must include the interventions and goals to be implemented. Transfer students may be reviewed after the completion of one full grading cycle.
 - 2. The Student Assistance Team shall review said student progress during the subsequent grading period. Documentation includes, but is not limited to: improvement plan progress, assessment data (both formative and summative), Retention Scale results, and relevant parent/teacher communications. Parents not attending the Student Assistance Team review shall be sent a registered letter requesting a conference to discuss the review and retention.
 - 3. The final Student Assistance Team Review will be conducted prior to the end of the school year with a final recommendation of retention made at that time. Parents not attending the final review will be sent a registered letter notifying them of their child's retention status and reasons for the recommendation.
- E. **Double Promotion.** Double promotion is the advancement of two (2) grade levels in one academic year. The principal and the Student Assistance Team must analyze the student's data and correspondingly recommend or deny all double promotions. A Superintendent's designee should be notified prior to a school's decision regarding a student's double promotion status. There must be clear evidence the student has mastered the required essential competencies at the grade level to be missed. Physical, social and

emotional maturity must also be taken into account when making this decision. Only one double promotion is allowable at the elementary programmatic level.

III. Secondary School Promotion and Retention.

- A. In order to attain full benefits from the program of instruction, it is essential that all students be scheduled for the full instructional day. Any exception to this practice must be approved in accordance with the provisions of Raleigh County Board of Education Policy D.3.1, Raleigh County Attendance Policy.
- B. A regular program of study is herein defined as the successful completion of all required and elective courses leading to a minimum of the **26** credits necessary for awarding a standard diploma from Raleigh County Schools. Effective for the 2018-2019 freshman cohort and thereafter, the minimum number of credits for awarding a standard diploma from Raleigh County Schools shall be 24.
- C. **Middle School Promotion.** To be promoted, a student in grades 6, 7, 8 must pass 5 of 8 core classes (English, Math, Social Studies, Science). The student must also pass 57% of all classes taken. As a general rule and practice, students should not be retained more than once in 6th, 7th and 8th grade.

A student, who will reach the age of 16 during his/her middle school years, will be given an individual review at the end of the school year to determine appropriate placement for the next school term. Each student would be considered for placement at the high school or in the Alternative Program after an individual conference with the principal, counselor, parent, and student at the middle school, with the principal making the final decision. The conference form will be forwarded to the high school by the end of the third nine weeks grading period. All records must be completed before a student can be transitioned to high school.

- D. **High School Promotion.** Students in high school shall be classified according to the units or credits they have accumulated. Grade-level or homeroom status will be determined by the following sequence of progress toward graduation. A student in the ninth grade, in order to be considered for promotion to the tenth grade, must pass a minimum of five units of credit of 9th grade work:
- Sophomore - 5 Credits
 - Junior - 11 Credits
 - Senior - All seniors must be enrolled in or have successfully completed English 12, Civics, and be within 8 credits of graduation. Every senior must be scheduled for a full instructional day unless approved under Policy D.3.1.
 - Graduation Exercise Participation - Only students meeting state and county academic requirements will be eligible to participate in graduation exercises.
- E. Dropouts who wish to return to the Raleigh County school system will first have their transcript reviewed followed by guidance given regarding the pathway that best fits their situation (e.g., Mountaineer Challenge, TASC, Option Pathway, return to traditional school). Special Education students must reenter through the IEP process.

F. Ranking of Students and Grading System.

(1) Quality Point Computation Scale.

Quality Point Computation Scale				
Grade		AP & AC Course	Honors & Dual Credit Course	General Course
A	90-100	5.0	4.5	4.0
B	80-89	4.0	3.5	3.0
C	70-79	3.0	2.5	2.0
D	60-69	2.0	1.5	1.0
F	0-59	No credit	No Credit	No Credit

The interpretation of the grading system is as follows:

- A. Excellent or Exceptional Progress by the Student
- B. Good Progress with Above Average Achievement by the Student
- C. Average Progress or Fair Accomplishment by the Student
- D. Satisfactory or Minimum Progress with Passing and Credit
- F. Progress or Failure with No Credit

(2) Beginning with the 2020-21 freshmen cohort, the following Grading and Quality Point Computation Scale will be used for all courses taken for high school credit.

Quality Point Computation Scale				
Grade		AP, AC & Dual Credit Courses	Honors Courses	Non-Weighted Courses
A	90-100	5.0	4.5	4.0
B	80-89	4.0	3.5	3.0
C	70-79	3.0	2.5	2.0
D	60-69	2.0	1.5	1.0
F	0-59	No Credit	No Credit	No Credit

G. Computation of Grades.

- Semester-Long Courses. At the end of each nine-weeks period, a grade card will be given to each student indicating the percent score/letter grade the student has earned each nine weeks. At the end of the term, the grade shall be computed from each nine weeks numerical grade and the exam will count as one-seventh (1/7) of the final grade. The letter grade will appear on the student's transcript as the final grade for the semester. Each semester grading period will determine quality points and will also be used for computation for athletic eligibility. The quality point will be used for ranking and grade point average at the end of each semester.
- Year-Long Courses. At the end of each nine-week period, a grade card will be given to each student indicating the percent score/letter grade the student has earned each nine weeks. At the end of the first semester, the first semester grade shall be computed from the first and second nine-weeks numerical grade and the mid-term/semester exam will count as one-seventh (1/7) of the semester grade. The letter grade will appear on the student's transcript as the grade for the first semester (1/2 credit). The second semester grade shall be computed from the third and fourth nine-weeks numerical grade and

the final exam will count as one-seventh (1/7) of the semester grade. The letter equivalent for the second semester grade will appear on the student’s transcript as the grade for the second semester (1/2 credit). Each semester grading period will determine quality points and will also be used for computation for athletic eligibility. The quality point will be used for ranking and grade point average at the end of each semester.

H. Reporting of Grades.

Grades shall be reported on a nine-week basis in all schools. Electronic reporting on the county adopted electronic grade-reporting platform must occur regularly.

Whenever a student repeats a course, both grades will be used when computing QPA and rank in class. Courses may be repeated only when a student has earned a grade of C or lower.

I. Graduating with Honors. Selection of the Honor Graduates will occur at the end of the first semester of the senior year, shall be computed on the basis of all subjects taken for credit in grades 9, 10, 11 and the first semester of grade 12, and any taken prior to grade nine for which they earned graduation credit.

- QPA average at end of 1st semester will determine classification:

4.0 and higher	Summa Cum Laude – Gold
3.99 – 3.80	Magna Cum Laude – Silver
3.79 – 3.60	Cum Laude – Bronze

J. High School Credit for College Work and Dual Credit. Generally, there are three reasons for accepting college credit: (1) the student is enrolled in the high school and would profit by taking a course at the college/university which is not available at the high school; (2) the student is enrolled as a full-time college student and needs to transfer credits back to the high school to complete graduation requirements. A maximum of two units of credit may be used to meet the 26 required units [24 required units for the 2018-2019 freshman cohort and thereafter] (three semester hours of college credit may be counted as 1 unit of credit); 3) a dual credit course is defined as a course that provides students both high school and college credit. (A student must successfully complete English 101 and English 102 to receive high school credit for English 12. Upon successful completion of both English 101 and English 102, a student will receive credit for English 12 and an English elective.) Dual credit courses must meet both the content standards and objectives for the course as specified by the West Virginia Board of Education for the high school credit and the college course requirements. Each course syllabus will be reviewed annually to certify the content standards and objectives are being met. Dual credit courses may be delivered in a variety of ways including but not limited to: at the high school, on the college campus, at another site not located at the high school or college campus, virtually, or through a blended model of these delivery methods.

The following procedures will be part of the dual credit process:

1. Students must apply to the college and be admitted as a student.
2. Upon successful completion of the course and verified by the college transcript, high school credit will be awarded by the secondary school. The award of high school credit will be in compliance with state standards.

3. All grades earned for college credit by a student in a dual credit course will be recorded on the student's high school transcript.
4. The grading policy will be in accordance with WVBE Policy 2510: Assuring the Quality of Education: Regulations for Educational Programs.
5. Tuition, fees and other charges for dual credit courses will be the responsibility of the student.

Early Graduation Request

Any consideration for Early Graduation must be submitted no later than the start of the third year of high school. Further, students applying for Early Graduation must meet the requirements of his/her regular transitioned graduating class. Incoming students not enrolled at the beginning of the school year may be given this consideration upon enrollment. The student transcript will reflect attendance for five of the seven semesters necessary for placement in the senior class and for

all grades earned for the purpose of grade point average and ranking. A statement will be placed in the comment section on the transcript indicating Early Graduation. The QPA/Rank will be based on five semesters. The student must complete the minimum of 26 credits [24 required credits for the 2018-2019 freshman cohort and thereafter] required by the Raleigh County Board of Education to graduate. The Superintendent's designee must approve a request for early graduation.

III. Severability.

If any provision of this policy or application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this policy.

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