Old Main STREAM Academy (OMSA)

Student Promotion, Retention, and Intervention Policy

(Aligned to North Carolina Law and Charter Accountability Requirements)

1. Overview

The Old Main STREAM Academy (OMSA) Board of Directors believes students should progress to the next level of study when they demonstrate proficiency in the knowledge and skills of the current grade-level curriculum. OMSA utilizes a Multi-Tiered System of Support (MTSS) to provide academic, behavioral, and social/emotional supports that promote student success and reduce the need for retention. Promotion and retention decisions are instructional decisions that reflect OMSA's charter accountability expectations and commitment to student mastery.

2. Legal Authority and Purpose

Old Main STREAM Academy (OMSA) is committed to ensuring that all students demonstrate adequate mastery of grade-level academic standards prior to promotion. Promotion and retention decisions are based on objective assessment data, multiple measures of academic performance, and professional educator judgment, in accordance with:

- N.C. General Statute §115C-83.6 (End-of-Grade and End-of-Course testing)
- N.C. General Statute §115C-174.11 (Read to Achieve – Third Grade Literacy)
- N.C. General Statute §115C-218.60 (Charter school accountability, student performance, and promotion decisions)
- North Carolina Department of Public Instruction (NCDPI) guidance on promotion, retention, and remediation

As a public charter school, OMSA maintains autonomy in instructional and promotion decisions while remaining fully accountable for student academic outcomes.

The purpose of this policy is to:

- Ensure students meet adequate levels of performance in reading, writing, mathematics, science, and other core areas, consistent with the North Carolina Standard Course of Study and State Essential Standards.
- Establish consistent procedures for interventions, promotion, and retention using multiple measures of student performance.
- To communicate the OMSA Student Promotion Policy as transparent and equitable, ensuring promotion and retention decisions are grounded in multiple measures of student performance, clear intervention documentation, an established appeals process, and consistent parent notification requirements.

- Ensure compliance with applicable state requirements related to testing, literacy proficiency (Read to Achieve), and charter school accountability.
- Prevent “social promotion” (promotion based solely on age or non-academic factors) and prevent retention decisions based on a single test score alone.

3. Scope

This policy applies to all OMSA students in grades served by the school. Promotion/retention decisions will be informed by multiple indicators, including (but not limited to):

- State assessments (EOG/EOC as applicable) and approved alternative assessments where allowed
- Benchmark assessments, progress monitoring and classroom assessments
- Student work samples, portfolios, grades, and standards mastery evidence
- Attendance patterns and documented barriers to learning (as a factor, not as a sole basis) Attendance and punctuality patterns relate to access to instruction and intervention effectiveness (as a contributing factor, but will not be used as a sole basis for promotion or retention
- Behavioral readiness for learning, including the student’s ability to engage productively in instruction, participate in required interventions, and comply with academic support expectations.
- Professional educator judgment supported by compelling, verifiable evidence when assessment performance appears inconsistent with daily performance
- OMSA Student Promotion Policy, Retention, and Intervention clearly communicated

Students with disabilities will be held to the same promotion standards unless an alternate curriculum is required by the student’s IEP; all required procedural safeguards and supports will be followed.

4. Policy

A. General Promotion and Retention Standard

1. Promotion is granted when evidence shows the student has achieved sufficient mastery of grade-level standards to be successful at the next level of study.
2. Retention may be considered when multiple measures show the student has not demonstrated grade-level proficiency and promotion would compromise the student’s likelihood of success in the next grade. Retention is not a disciplinary consequence.
3. No student shall be promoted solely based on age or “administrative placement,” and no student shall be retained solely based on one standardized assessment.
4. OMSA Administration makes the final promotion/retention decision after reviewing evidence and documented interventions.

Grade 3 – Read to Achieve (Reading Proficiency)

OMSA will implement third-grade reading proficiency requirements consistent with North Carolina's Read to Achieve expectations.

A third-grade student may be retained for reading proficiency when all of the following conditions are met:

1. Report cards and progress reports indicate the student is performing below grade-level expectations in reading; and

2. The student scores Level 2 on the Grade 3 EOG Reading assessment on two separate testing administrations during third grade; and

3. The student does not achieve at least one Level 3 on the EOG retest or an approved alternative assessment, as permitted under state guidance.

When retention is required due to reading proficiency, OMSA will provide and document intensive reading interventions and will follow all applicable Read to Achieve requirements, including notice of eligibility (or ineligibility) for good cause exemptions when applicable.

This policy reflects the statutory emphasis on third-grade reading proficiency and OMSA's commitment to early literacy mastery.

Grades 4–8 – Consecutive Academic Performance

A student in grades 4 through 8 may be considered for retention when all of the following conditions are met:

1. The student earns a minimum Level 2 score in the same subject area for two consecutive academic years; and

2. Multiple data sources—including classroom performance, formative assessments, benchmark assessments, and work samples—indicate the student is not performing on grade level; and

3. The classroom teacher, in consultation with instructional leadership, determines that promotion would not be academically appropriate based on documented evidence and intervention history.

When these conditions are met, OMSA may retain the student at the conclusion of the second consecutive year to allow for intensified instruction, remediation, and increased academic support.

High School (Grades 9–12) – End-of-Course (EOC) Assessments, Course Mastery, and Credit

A high school student who does not earn a satisfactory passing score on a required End-of-Course (EOC) assessment must retake the assessment and may be required to complete remediation as determined by the course instructor in collaboration with OMSA Administration, consistent with OMSA graduation requirements.

If the student does not demonstrate mastery after a second attempt, the student may be required to repeat the course and will not be awarded credit until course mastery requirements are met.

Retention and remediation may include credit recovery, targeted intervention supports, extended learning opportunities, or course repetition, as determined by OMSA Administration and aligned to state requirements.

Because OMSA High School is a rigorous academic model, students are expected to comply with student expectations, participate fully in instructional support opportunities, and maintain passing performance. Students and families are strongly encouraged to communicate early with instructors and academic support staff when academic support is needed so that interventions can be implemented in a timely manner.

Required Interventions Prior to Retention

Before a final retention determination is made, OMSA shall document that the student was provided targeted academic interventions, which may include:

- Tiered instructional supports aligned to MTSS
- Small-group or individualized tutoring
- Progress monitoring using benchmark and formative data
- Parent/guardian conferences with documented action steps
- Summer Bridge or Extended Learning Programs, when applicable and available (it is suggested that OMSA is consulted if not OMSA sponsored) Documentation may be required, such as syllabus or objectives covered.

Participation in tutoring or summer bridge does not guarantee promotion but serves as a documented remediation opportunity.

5. Appeals Process

Parents or guardians may request an appeal of a retention decision under the following conditions:

1. A written appeal request must be submitted to OMSA Administration within 10 instructional days of receipt of the retention notice.

2. An Academic Review Team—consisting of OMSA school administration, instructional leadership, and the classroom teacher—will review:

    - Assessment data
    - Intervention documentation
    - Classroom performance evidence
    - Teacher recommendations

3. The team may uphold the retention decision or approve promotion based on compelling academic evidence.
4. The decision of the Academic Review Team shall be **final** and documented in the student's academic record.

6. Charter Accountability and Student Performance Standards

OMSA will implement this policy to support performance outcomes aligned to:

- The North Carolina Standard Course of Study and state-required assessments
  OMSA Student Promotion Policy
- School accountability expectations for proficiency and growth as a public charter school
- Evidence-based intervention documentation and continuous improvement expectations, including maintaining records for compliance reviews and reporting

Notification and Documentation

- Parents/guardians will receive written notification of promotion or retention decisions.
- All decisions will be documented in the student's cumulative record.
- OMSA will maintain documentation for charter accountability, audits, and compliance reviews.

7. Parent Notification Requirements

OMSA will ensure consistent, timely, and understandable communication with families regarding promotion, retention, and intervention supports. Parent notifications will be provided in writing and documented in the student's academic record.

- **Annual Notice of Promotion Requirements**

Within the first two (2) months of school, OMSA will provide parents/guardians written notice of the school's promotion and retention requirements. This information may be distributed through the Student/Family Handbook and/or written school communication. Parents/guardians of English Learners will be provided translated notices when appropriate and available.

- **Ongoing Progress Communication**

Parents/guardians of students who are not making adequate academic progress will receive written updates each marking period through progress reports, report card comments, and/or other written communication. OMSA will also provide parents/guardians of the student's progress toward grade-level proficiency.

- **Written Notice of Risk for Retention and Required Conference**

When a student is identified as at risk of retention, OMSA will notify the parent/guardian in writing. Parents/guardians are expected to participate in a conference to review concerns, intervention supports, and next steps. Conferences may be scheduled during posted conference dates, by parent request, or by teacher outreach.The conference will include a review of:

1. the areas of academic concern and supporting evidence (multiple measures);
2. intervention supports provided and the progress-monitoring plan;
3. recommended actions to support improvement at school and at home; and

- **Notice of Failure to Meet Promotion Standards**

When a student does not meet promotion standards, OMSA will provide written notification to the parent/guardian.

- **Retention Notice and Grade 3 Read to Achieve Requirements**

When a retention decision is made, the instructor or OMSA Administration will provide written notice of retention to the parent/guardian. For Grade 3 retention based on reading proficiency, OMSA will also provide:

OMSA will ensure consistent, timely, and understandable communication with families regarding promotion, retention, and interventions.

8. Enforcement

It shall be the responsibility of the OMSA School Administration and Board of Directors to administer this policy consistently for OMSA.

9. Distribution

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM Academy website.

Educational Philosophy

OMSA affirms that retention is an instructional decision, not a disciplinary action. Retention is used only when evidence demonstrates that promotion would compromise a student's ability to

succeed at the next instructional level. The goal of retention is to provide additional time, instruction, and support to ensure long-term academic success.

10. Policy Version History

Version	Date	Description	Approved By
1.0	3/11/2021	Initial Policy Adopted	OMSA Board
2.0	2/ 10 / 2026	Revised	OMSA Board