

Section: 5000 Academic Achievement

Title: Promotion and Retention Policy

Code: 5002

Status: Active

Adopted: May 25, 2016

Revised:

Students are expected to meet adequate levels of performance in reading, writing, mathematics, and science for each grade level. These levels of performance will be used to identify students who must receive remediation and may be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. No student may be retained solely on the basis of standardized assessments. Students shall meet the appropriate performance levels for North Carolina Common Core and State Essential Standards as set forth by the State Board of Education.

Various indicators, including but not limited to, multiple measures using appropriate grade level assessments, as well as teacher judgment, will be used to determine performance levels. The teacher must provide compelling, verifiable evidence when student performance on appropriate grade level assessments is not believed to be indicative of daily classroom performance. Teacher judgment factors may include, but are not limited to the following:

- previous retentions;
- level of text at which student is independently successful;
- observations;
- checklists;
- student portfolios;
- classroom assessments; and/or
- current grades/marks.

CSUSA Student Progression Charts showing performance levels as they relate to State End of Course and End of Grade assessments, ELA and Mathematics as well as other assessments and indicators will be used as a guide for teachers and administrators in making promotion and retention decisions. All grade levels can take into consideration multiple factors with regard to promotion and retention, including performance in all areas, as well as social and emotional readiness. The teacher, parent, RtI/MTSS representative, and principal will work together to ensure a plan is in place to prevent retention during the school year. Third grade students who score below a Level 3 on the end-of-grade assessment for reading must be retained unless exempted from retention for good cause as provided in the state's Read to Achieve law. Students retained for reading must be provided intensive instructional services and supports to

remediate the identified areas of reading and deficiency, including participation in 3rd Grade Summer School at the school. The ultimate decision for promotion or retention is made by the principal.

Middle school students need to achieve a grade of "D" or higher in English Language Arts, Math, Science, and Social Studies in grades 6, 7, and 8 in order to be promoted to high school. Students in grades 6 and 7 who fail a subject will have the opportunity to participate in course recovery in order to get back on track.

Unless a special education student is on an alternative curriculum per the student's IEP, that student will be held to the same standards for promotion and retention as general education students.

Parent Notification Requirements

Parent(s) must be notified in writing of the school's promotion requirements. Parent(s) of English Language Learners (ELLs) must be notified using the appropriate translated version of the School's promotion requirements. School personnel will notify parent(s) in writing of student progression requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form.

The parent(s) of a student who is not making adequate progress will be notified in writing each marking period in the comment section of the student's report card. An annual written report must be provided to the parent of each student on the student's progress toward achieving proficiency.

Adopted: 5/25/16

Reviewed:

Revised:

Legal Reference: