

# CCSD Administrative Guidelines Regarding Grading, Promotion, Placement and Retention

*Pursuant to the School Board's Pupil Progression Policy (IHE), these administrative guidelines are to be utilized by CCSD staff in Policy application:*

## I. TERMINOLOGY AND DEFINITIONS

**Additional Instruction** – academic instruction beyond regularly scheduled academic classes designed to bring students not performing on grade level to grade level performance. It may include more instructional time allocated during the school day, instruction before and after the school day, Saturday instruction, and summer instruction or other forms beyond the school day.

**Differentiated Instruction** – instructional strategies designed to meet individual student learning needs.

**Grade Level** – the standard of performance, based on competency of student performance standards.

**Placement** – the assignment of a student to a specific grade level based on the determination that such placement will most likely provide the student with instruction and other services needed to succeed and progress to the next higher level of academic achievement.

**Placement Committee** – the committee established by the local school principal/designee to make placement decisions concerning a student who does not meet expectations on the Georgia State Assessment or alternative assessment instrument in the absence of Georgia State Assessment. This committee will be comprised of the principal/designee, the student's parent or guardian, and the teacher(s) in the content area(s) in which the student did not achieve grade level on the Georgia state assessment.

**Promotion** – the assignment of a student to a higher-grade level based on the student's achievement of established criteria in the current grade.

**Retention** – the re-assignment of a student to the current grade level during the next school year.

## II. ASSESSMENT OF GEORGIA STANDARDS OF EXCELLENCE (GSE) AND CORE CURRICULAR COMPETENCIES

A comprehensive system will be planned, developed and implemented to measure and verify proficiency of GSE and core curricular competencies, based on documented demonstrations of mastery. Such verification will consist of, but not be limited to, the following:

### A. Elementary School

1. Georgia Kindergarten Inventory of Developing Skills (GKIDS 2.0)
2. Georgia Milestones End of Grade Assessments
3. ACCESS for ELs for English Learner students
4. Other Approved Measures (e.g., prescribed reading and mathematics mastery)

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tests, teacher-made tests, portfolio assessments, and universal screening assessments (i.e. i-Ready Math and easyCBM Reading assessments))

### **B. Middle School**

1. Georgia Milestones End of Grade and End of Course Assessments
2. ACCESS for ELs\_for English Learner students
3. Other Approved Measures (e.g., prescribed reading and mathematics mastery tests, teacher-made tests, portfolio assessments, and universal screening assessments (i.e. i-Ready Math and easyCBM Reading assessments))

### **C. High School**

1. Georgia Milestones End of Course Assessments
2. ACCESS for ELs\_for English Learner students
3. Other Approved Measures (e.g., prescribed reading and mathematics mastery tests, teacher-made tests and portfolio assessments).

## **III. REPORTING OF GRADES**

The reporting of student progress to parents will follow School District procedures and will be in accordance with Georgia law, Georgia Board of Education rules, and School Board policies, rules and regulations.

### **A. Report Cards**

1. Report cards are issued in kindergarten through eighth grades at the end of every nine weeks of school and cover a period of approximately 45 school days. According to the School District calendar, such reports will be distributed to students for delivery to their parents/guardians. If a student withdraws and does not qualify for a report card under this provision, he/she will be issued a withdrawal form listing current grades in each subject area.
2. Report cards are issued in ninth through twelfth grades at the end of each semester of school and cover a period of approximately 90 school days. Such reports will be distributed to the students for delivery to their parents/guardians on the fifth school day following the end of the grading period except for the final report, which will be mailed to the parent.
3. Parents/Guardians of students in fourth through twelfth grades will have access to student's current grades, including individual assignment grades and class averages, throughout the grading term through the School District's online learning management system.
4. The report card will record student attendance for the grading period.
5. Elementary report cards will be signed by the parent/legal guardian and returned to the teacher.

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6. English Learners (EL) must receive appropriate grade-level instruction using English proficiency level as determined by the W-APT or ACCESS for ELs assessment. Resources provided by the World Class Instructional Design and Application Consortium (WIDA) will assist teachers with differentiation. Grades must reflect work that has been differentiated to their English proficiency level and accommodations established in the English Language Learner-Testing Participation Committee Plan (EL-TPC).
7. For some special education students, alternative report cards are used to report progress made on Individualized Education Program (IEP) goals and objectives. Some students will receive the regular education report card to report progress made in other subject areas.
8. Gifted-identified learners who participate in AIM (Resource Model of Service) will receive a quarterly report to share performance feedback related to CCSD gifted standards. This report is correlated to requirements for continuation criteria and annual review.
9. Conferences will be scheduled at the request of the teacher or parent. Parents/guardians will be notified by the teacher and through report cards of the right to request and participate in conferences.

### **B. Grading System - Kindergarten**

It is required that kindergarten student performance be evaluated and reported based on mastery of standards in language arts, mathematics, science, social studies, approaches to learning, personal and social development and motor skills. The following are the symbols used to describe evidence of mastery:

Academic Skills Code:

Not Yet Assessed
Not Yet Demonstrated
Beginning
Emerging
Developing
Demonstrating
Exceeding

### **C. Grading System - Grades One - Three**

1. In grades one, two and three, student performance is evaluated and reported based on mastery of standards in academic courses using the following symbols:

3	=	Consistently Meets or Exceeds Standard
2	=	Approaching Standard
1	=	Below Grade-Level Standard

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2. Class participation and conduct grading in music, art, and physical education will be assessed and reported using the following symbols:

3	=	Satisfactory
2	=	Needs Improvement
1	=	Unsatisfactory

3. Behaviors that support school success will be assessed and reported using the following symbols:

3	=	Consistently Demonstrates
2	=	Developing
1	=	Area of Concern

### D. Grading System - Grades Four and Five

1. In reporting student performance in grades four and five, schools will utilize numerical grades for progress reporting in the areas of language arts, mathematics, science and social studies. The following grading scale, correlated to letter grades, is shown below:

A	=	90-100
B	=	80- 89
C	=	71- 79
D	=	70
F	=	Below 70

2. Progress in music, art, physical education and general conduct will be assessed and reported using the following symbols:

S	=	Satisfactory
N	=	Needs Improvement
U	=	Unsatisfactory

### E. Grading System – Grades Six through Eight

1. In reporting student performance in grades six through eight, schools will utilize numerical grades for progress reporting for all courses. The following grading scale, correlated to letter grades, is shown below:

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A	=	90-100
B	=	80- 89
C	=	71- 79
D	=	70
F	=	Below 70

- Conduct will be assessed and reported using the following symbols:

S	=	Satisfactory
N	=	Needs Improvement
U	=	Unsatisfactory

- For high school credit earned in middle school, the grading system for grades nine through 12 will be utilized.

### F. Grading System – Grades Nine through 12

- In reporting student performance in grades nine through 12, schools will utilize numerical grades for progress reporting for courses. Should letter grades be needed [to calculate certain Grade Point Averages (GPAs), parental reference, weighted Numeric Grade Average (NGA), etc.] the equivalent numerical grades will be utilized. The following grading scale, correlated to letter grades, is shown below:

Letter Grade	Numeric Grade Equivalent	Weighted Numeric Grade	Grade Point Equivalent	Weighted Grade Point
A	90-100	Honors: +5 AP: +10	4.0	Honors: 4.5 AP: 5.0
B	80-89	Honors: +5 AP: +10	3.0	Honors: 3.5 AP: 4.0
C	71-79	Honors: +5 AP: +10	2.0	Honors: 2.5 AP: 3.0
D	70	Honors: +5 AP: +10	1.0	Honors: 1.5 AP: 2.0
F	Below 70	N/A	0.0	0.0

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2. The weighted NGA summarizes each student's academic performance in high school.
3. For the purposes of considering quality points when determining weighted NGA:
  - I. Honors Courses, Five points to the NGA, .5 to the GPA
  - II. Advanced Placement (AP) Courses, 10 points to the NGA, 1.0 to the GPA
  - III. Dual Enrollment Courses:
    - i. 10 points to the NGA, .5 to the GPA, whenever the college course taken is equivalent to an AP high school course for which the student has not already taken and received quality points, as determined by the individual institution which the Dual Enrolled student is attending.
    - ii. For select courses, the Office of Curriculum and Instruction may assign quality points based upon the following criteria:
      1. Demonstrates rigor;
      2. Serves as a replacement for an on-campus course receiving quality points; or,
      3. Exceeds the highest instructional level course available at the local high school.
4. Grade Adjustment:
  - I. The principal/designee is responsible for the supervision and maintenance of student records. The principal/designee assumes the responsibility for adjusting a student's grades or credits when the necessity arises, consistent with the following reasons:
    - i. Erroneously computed or recorded grades.
    - ii. Conversion of grades from other schools into the School District's grading system, which includes the following:
      1. Removal of grade weighting for honors courses not recognized by CCSD;
      2. Removal of grade weighting when included directly on a transcript; and,
      3. Grade adjustment to 70 on the CCSD transcript when credit is awarded for a grade is below 70.
    - iii. Averaging or grades earned by students who may be:
      1. Temporarily enrolled in another school in the United States or abroad, or
      2. Enrolled in a special program (homebound instruction, out- of-district placement, tutorial programs, make-up work, and so on).

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- iv. Summer school grades: The original grade assigned, and the summer school grade earned, will appear on the student transcript. Both the original grade and summer school grade are used in computing class rank.
  - v. Averaging grades earned by students who transfer to the high school from other schools during the course of the year with grades earned at the high school. Transfer grades received during the school year should be sent to individual teachers or department heads to be incorporated into the final average.
  - vi. Granting credits earned in other high schools in subjects not offered in our curriculum.
  - vii. Any other good and sufficient cause except that no grades may be adjusted to facilitate athletic eligibility.
- II. In the above cases, as well as in any other case not delineated herein, the principal/designee will, when possible, consult with appropriate teachers in whose class the student is enrolled, officials of the sending schools, and persons in charge of special instruction.
- III. The principal will refer unresolved grade disputes between the principal and a teacher to the school's Grade Review Advisory Committee. The Superintendent will establish guidelines to insure consistent and timely implementation of the responsibilities of each school's Grade Review Advisory Committee. Reference GA. Code 20-2-989.20 and School District Guidelines for the Grade Review Advisory Committee.

### IV. PROMOTION, PLACEMENT AND RETENTION

#### A. General Guidelines for Kindergarten through Eighth Grades

1. Students in kindergarten through eighth grade will be promoted, placed or retained dependent upon their ability to meet the student performance standards and core curricular competencies of the School District and State Board of Education Rules 160-4-2-.11, Promotion, Placement, and Retention and 160-3-1-.07, Testing Programs-Student Assessment, and State law.
2. The principal/designee will have the final authority for appropriate grade placement of students in kindergarten and grades 1, 2, 4, 6 and 7. The principal/designee will be included in the placement committee for

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- students in grades 3, 5 and 8 within the limitations of School Board Policy, Georgia Board of Education Rules 160-4-2 .11 and 160-3-1-.07 and Georgia law.
3. General education students in kindergarten through eighth grade will not be retained unless there has been a referral to the Response to Intervention (RTI) Tier III with sufficient timelines to assure that appropriate interventions to secure student success have been attempted and documented.
  4. For students eligible for an Individualized Education Program (IEP), and whose promotion to the next grade level is in question, the decision regarding the student's grade placement will be made by the student's IEP Team, which may include the Principal and/or Principal's designee. If the student's parent does not agree with the promotion decision, then the parent can submit a written request to the Principal that their student be considered for retention by the school-based committee, which will include the Principal or the Principal's designee and the student's current special education teacher and any other staff the Principal deems necessary. The school-based committee will collect and review data on the student's performance to make a decision about the appropriateness of retention for the student. If a consensus decision cannot be reached by the committee, the Principal or Principal's designee will make the final decision. Considerations made by the IEP Committee will include, but not be limited to:
    - I. Reviewing documentation of attempted appropriate interventions and accommodations for a sufficient amount of time to secure student success and/or improved student performance;
    - II. Reviewing the present levels of academic achievement and functional performance;
    - III. Reviewing the progress on current IEP goals and objectives.
    - IV. Additionally, for special education students in grades sixth through eighth, the IEP Committee will also determine and document in the student's Individualized Education Program (IEP) the appropriate level of student performance standards and type of diploma the student will work toward. School-based committee meetings for students with disabilities will only occur after an IEP Meeting.
  5. English Learners (EL) being considered for retention must have received two or more academic years of language development services. These services may be provided through various state-approved delivery models of ESOL.
  6. When determining the placement of students, academic performance based on mastery of standards with emphasis on proficiency in core subject areas and the student's level of social and emotional development will be considered.



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7. Work completed under private instruction will not be accepted by the School District except in accordance with Georgia Board of Education administrative rules.
8. The principal/designee will establish or convene a RTI or IEP Committee meeting to address potential interventions and/or accommodations for any third through eighth grade student placed into a subsequent grade level for the next school year although the student did not achieve at grade level on reading and/or mathematics sections of the Georgia state assessment or alternative assessment instruments in the absence of Georgia state assessment.
9. Students in grades Kindergarten through seventh grade whose academic needs cannot be met at the current grade level, as determined by locally collected data, nationally normed data, and the District-approved acceleration scale, may pursue the acceleration process outlined by the Department of Curriculum and Instruction. Local differentiation, personalization of instruction, and/or whole grade acceleration will be considered as options for students in grades Kindergarten through fourth grade. Local differentiation, specific placement, whole grade acceleration, and/or single subject acceleration will be considered as options for students in grades fifth through seventh grade.
10. Students in grades sixth through eighth whose accelerated course needs cannot be met at the middle school level, as determined by the middle school principal/designee, high school principal/designee and Chief Academic Officer, may be permitted to attend a high school for the necessary course(s). Middle school students will not attend a high school for a course when that course is available at the middle school level or when the course sought at the high school level requires successful completion of the middle school curriculum. Transportation to a high school for coursework must be provided by the parents/guardians.

### **B. Specific Requirements for Grades Three, Five and Eighth**

1. Students will be tested in accordance with requirements specified in State Board Rule 160-3-1-.07 Testing Programs – Student Assessment.
2. Promotion of a student will be determined as follows:
  - I. No third grade student will be promoted to the fourth grade if the student does not achieve grade level on the Georgia state assessment or alternative assessment instruments in the absence of Georgia state assessment in reading, unless otherwise specified in an Individualized Education Plan (IEP).
  - II. No fifth grade or eighth grade student will be promoted to the sixth

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- or ninth grade if the student does not achieve grade level on the Georgia state assessment or alternative assessment in reading and/or mathematics and meet promotion standards and criteria established in Policy, unless otherwise specified in an Individualized Education Plan (IEP).
- III. In the event that State and/or Federal statutes/rules waive the requirement of Reading proficiency for 3<sup>rd</sup>, 5<sup>th</sup> and 8<sup>th</sup> grade students and/or mathematics proficiency for 5<sup>th</sup> and 8<sup>th</sup> grade students on a state assessment, this guideline will also be waived for the duration of the State waiver.
  - IV. A student who is absent or otherwise unable to take the Georgia state assessment in reading and/or mathematics on the first administration or its designated make-up day(s) will take the reading and/or mathematics on the second administration day(s) or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the State Board of Education and the local Board of Education. Placement or promotion of these students will follow the same procedures as students who do not achieve grade level on the first administration of the assessment.
  - V. A student's failure to take the Georgia state assessment in grade three, five or eighth in reading and/or mathematics on any of the designated testing date(s), or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the State Board of Education and the School District, will result in the student being retained. The option of the parent or guardian or teacher(s) to appeal the decision to retain the student will follow the procedure set forth in this rule.
  - VI. The school principal/designee will annually notify parents or guardians that placement or promotion of a student into a grade, class, or program will be based on the academic achievement of the student on criterion-referenced assessments and/or other criteria established in this Policy.
  - VII. For students receiving special education services, the IEP Committee, including the Special Education Facilitator, will serve as the placement committee.
  - VIII. The school principal/designee may retain a student who does not meet promotion standards and criteria established in this Policy.

### C. General Guidelines for Grades Ninth through Twelfth

1. Parents/guardians will be notified at the end of the school year when a student is not considered "on track" for graduation. Refer to current

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- guidelines for determination of "on track" status.
2. To earn credit for a course requiring an EOC test, a student transferring a course from a non-accredited program must take and pass the corresponding EOC test. Students who are impacted by not receiving credit in CCSD for previously awarded coursework from a non-accredited program may enroll in the District's Summer School program to earn credits as a part of Graduation Requirements.
  3. Semester and final examinations will be scheduled and administered in accordance with district procedures, rules and regulations. The End of Course Test, where required, serves as the final exam.
  4. Students must receive approval prior to enrolling in any online course. Their school counselor must review the appropriateness for the student's program of study. Only virtual/online coursework offered through CCSD will be accepted. Full time students can take up to three online courses (i.e., half of their full-time enrollment) as part of their daily schedule at a local high school; full-time students at i-Grad Virtual Academy may take a full online/virtual course load as part of their daily schedule. All students may also take one self-paid online course per semester earning up to .5 credits and/or two self-paid online summer courses totaling up to 1.0 credits. Dual Enrollment students may take a maximum of two approved courses during the summer totaling up to 2.0 high school credits.
  5. Students will be assisted in meeting these requirements through accelerated instruction, differentiated instruction or additional instruction and other opportunities which may include but are not limited to:
    - I. Summer school attendance
    - II. School sponsored help sessions
    - III. Approved online courses
    - IV. Course Extension
    - V. Course Rescue
  6. Special Education Students:
    - I. The Individualized Education Program (IEP) Committee, including the school's Special Education Facilitator, will determine and record on the IEP the type of diploma the student will work toward.
    - II. The IEP Committee, including the school's Special Education Facilitator, has the discretion to determine that the student be permitted additional time or less time to complete a course. All decisions regarding this time modification must be specified on the student's IEP.

### D. Graduation Requirements

1. School Board Policy IHF addresses graduation requirements.
2. High School students transferring into the School District high schools will be subject to the graduation requirements for the grade level into which

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they enter (i.e., a student transferring from outside the district in the eleventh grade will fall under the same requirements as all other eleventh graders).