

PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS (GRADES K – EIGHT)

Code **IKE** Issued **6/17**

Purpose: To establish the basic structure for the promotion, retention, and acceleration of students.

The Charleston County School District, pursuant to the provisions of Section 59-18-500, SC Code of Laws, 1976, as amended, hereby issues the following general guidelines governing promotion/retention of students.

- to reaffirm the board’s commitment to academic excellence for all students
- to continue to encourage academic achievement by all students
- to set forth the standards students must meet in order to maintain academic excellence and to be considered for promotion from one grade level to the next

The goal of the Charleston County School District is for each student to progress in a continuous growth pattern of academic achievement congruent to ~~in harmony with~~ chronological, intellectual, social, and emotional development.

The superintendent is to structure the education program for all students to meet promotion standards for their expected grade level each year, including the expectations defined by the curriculum standards adopted by the South Carolina State Board of Education in the core discipline areas in order to graduate on time from grade 12. Promotion standards shall be communicated in writing at the beginning of each school year to parents/legal guardians.

The superintendent shall require principals and teacher to notify parents/legal guardians as soon as a teacher reasonably is aware that a student is not succeeding academically and interventions shall be planned to be as effective as reasonably possible to enable each student to succeed. Promotion decisions shall utilize multiple measures of student performance including class performance, teacher observations, and standardized test results, as well as intervention progress data, when applicable-

Retention

Any decision to retain a student in the same grade level will be made following considerable deliberation and consultation. A student will be retained only when the student has not demonstrated appropriate grade level competencies and the action of retention would be in the best academic interest of the student and will be based on the professional judgment of the school-based instructional personnel, with the ultimate decision made by the principal.

Read to Succeed State-Mandated Retention

Consistent with the standards of retention set forth in the South Carolina Read to Succeed Act, a student will be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the year as indicated by a score at the level of Not Met 1. In addition, five percent of CCSD third grade students, in ascending level of performance on the same assessment¹ will be identified for possible retention. The same good cause exemptions will apply. Parents/Legal guardians of each student not demonstrating third-grade reading proficiency will be notified in

¹ Based on current calculation that the lowest level of achievement is about five percent

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53 writing during the second grading period that the student is being considered for retention, and a
54 conference will be held ~~before~~ ~~prior to a~~ determination regarding such retention.

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56 Students eligible for retention under this requirement ~~will be required to~~ ~~may~~ enroll in a summer
57 reading camp provided by the district or a comparable reading remediation program in an effort
58 to meet the required reading proficiency level ~~before~~ ~~prior to~~ being retained.²

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60 Parents/Legal guardians may designate another person as an education advocate to act on their
61 behalf to receive notification and to assume the responsibility of promoting the reading success
62 of the child.

63 *Good cause exemptions*

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65 A student may be exempt for good cause from mandatory retention but will continue to receive
66 institutional support and services and reading intervention appropriate for their age and reading
67 level. Students who may qualify for an exemption include, but are not limited to those:

68 Good Cause Exemptions include a student who:

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- 72 • A.) with limited English proficiency and less than two years of instruction in an English as a
73 Second language program;
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75 • B.) with disabilities whose Individualized Education Program IEP indicates the use of
76 alternative assessments or alternative reading interventions; and students with disabilities
77 whose Individualized Education Program IEP or Section 504 Plan reflects that the student
78 has received intensive remediation in reading for more than two years but still does not
79 substantially demonstrate reading proficiency;
 - 80
81 • ~~C.) who successfully participate in a summer reading camp at the conclusion of third grade~~
82 ~~and demonstrate reading proficiency by achieving Approaches Expectations, or at least a~~
83 ~~level above the lowest level, on a state-approved assessment for use in summer reading~~
84 ~~camps; or who demonstrate third-grade reading proficiency on an alternative assessment~~
85 ~~approved by the State Board of Education and which teachers may administer following the~~
86 ~~administration of the state assessment of reading~~
 - 87
88 • who have received two years of reading intervention and were previously retained
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90 • ~~who demonstrate mastery of the state standards in reading equal to at least a level above the~~
91 ~~lowest achievement level on the state reading assessment through a reading portfolio~~
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93 • ~~who successfully participate in a Read to Succeed summer reading camp at the conclusion of~~
94 ~~the third grade year and demonstrate through either a reading portfolio or through a norm-~~
95 ~~referenced alternate assessment approved by the SCDE that the student's mastery of the state~~
96 ~~standards in reading is equal to at least a level above the lowest level on the state reading~~
97 ~~assessment~~

98 Acceleration of Students in Grades One Through Eight

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101 Any student who warrants consideration for acceleration and/or adjustment either in subject
102 instructional level or in grade placement for all subjects will be carefully evaluated in order to
103 determine the education program in his/her best interests. See IKE-R for specific information
104 regarding acceleration of students.

² Perhaps need two different standards of success at summer camp

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Information to Parents/Legal Guardians

The district will distribute this promotion/retention policy to every student and parent/legal guardian at the beginning of the academic year. The district will also make every effort to educate and inform parents/legal guardians and students of this policy through newsletters, student handbooks, PTO/PTA meetings, etc.

Adopted 4/13/87; Revised 11/8/99, 2/18/00, 9/5/00, 9/9/02, 10/14/02, 8/25/03, 12/13/04, 9/12/05, 6/22/09, 6/26/17

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. Section 59-155-160 - South Carolina Read to Succeed Act, Mandatory retention.
- B. State Board of Education Regulations:
 - 1. R43-240 - Summer programs.
- C. South Carolina Department of Education:
 - 1. *Intervention Guidance Document, Kindergarten through Grade Five* (2017).
 - 2. *Read to Succeed Third Grade Retention Guidance Document, Fall 2016* (2016).