

PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

Code **IKE-R** Issued **4/18**

The following definitions apply to this rule:

- “Promoted” means assigned to the next higher-grade level because all the requirements for promotion have been met.
- “Placed” means assigned to a higher-grade level when all the requirements for promotion have not been met.
- “Acceleration” is the movement of a grade level above the next higher-grade level.
- “Retained” means assigned to the same grade level for another year.
- “Graduation year” is the expected year of graduation from high school for a student who enters first grade.

Kindergarten

Because the parent/legal guardian may waive kindergarten attendance, no student will be retained in kindergarten without the approval of the parent/legal guardian. If a student does not meet the South Carolina kindergarten academic standards, the teacher and parent/legal guardian may collaborate in deciding that the student would benefit from rearing in kindergarten. Upon approval by the parent/legal guardian, a signed statement will be placed in the child’s permanent folder. The student will have an Academic Plan for Students (APS).

Grades One through Eight

A student will be assigned a graduation year during their first grade year. They will keep that graduation year regardless of grade level placement. Permanent record folders will be color coded for the graduation year.

A student will be promoted to the next grade level if they demonstrate satisfactory classroom performance in English, English/language arts and mathematics, and one additional core academic area of science or social studies.

A student who fails to meet promotion requirement may be place in the next grade by the principal in consultation with the parent/legal guardian and teacher. Consideration should be given to any previous retention, individual development, age, parental desires, attendance, and other pertinent circumstances in making the decision to place the student in the next grade. The needs of the student should always receive primary consideration when determining grade placement.

A student who is place in the next grade may be denied certain privileges such as participating in promotion exercise which are afforded to students who are promoted.

Acceleration should be considered for students who have been previously retained when they demonstrate the ability to perform and the potential to benefit from return to the grade level of their peers.

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In order to earn a Carnegie Unit for a core academic course in the eighth grade, a student must earn a grade of 80 or higher in the course and meet the same attendance requirement as high school students. A student who does not earn the required grade of 80 must retake the course and the eighth grade attempt will not become part of the high school transcript.

Third Grade Retention

Act 284 (Read to Succeed) requires that, beginning with the 2017-2018 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment SC READY.

High School Classification

High school grade placement will be determined by units earned. The student will be placed at the highest grade that will afford him/her time to earn the required units necessary for graduation under his/her individual graduation plan (IGP). Every effort will be made to keep the student with or return the student to his/her assigned graduation year using credit recovery, virtual school, or other tools available.

Credit Recovery

In accordance with the guidelines of the South Carolina Department of Education (SCDE), the district will offer students who have received failing grade in courses that are required for graduation an opportunity to recover the lost credit through a standards-based approach that will target specific knowledge and skill deficits instead of requiring the student to repeat the entire course. Along with Content Recovery, the district will offer students an opportunity to recover credits through two other methods called Credit Recovery and Initial Credit. Students must meet eligibility requirements to apply, and the Content Recovery/Credit Recovery/Initial Credit program must be operation under the guidelines established by this document. Student enrolled in the Content Recovery, Credit Recovery, or Initial Credit program must complete an application and sign a program permission form.

Content Recovery

The district's content recovery program consists of a course-specific, skill-based learning opportunity for students who are still enrolled in a course with the original teacher of record assigned by the school who have not achieved mastery of course content that has already been addressed. Content recovery allows a student to retake a subset of a course, including a single unit, more than one unit, or other supplemental assignments/activities assigned and approved by a certified teacher as needed for the student to achieve mastery of the course content.

Credit Recovery

The district's credit recovery program consists of a course-specific, skill-based learning opportunity for students who have previously failed to master content or skills required to receive credit in a given course. The program is designed for students who are no longer enrolled in a course but who have achieved sufficient mastery to benefit from a block of instruction, less than the entirety of the course, which targets specific components or a subset of standards to address the student's deficiencies.

There will be no increase in the GPA of a student who achieves credit for a credit recovery course. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program.

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Initial Credit

The district's initial credit program consists a course-specific, skill-based learning opportunity for students who are short credits for graduation, are falling behind on credits, or have missed course requirements due to illness or other schedule conflicts. Students enrolled in courses requiring state end of course examinations must take the examination and fulfill all requirements outlined in Regulation 43262.4.

These three options can help to reduce dropout rates by allowing students to recover/earn the credits needed for graduation. A SCDE approved standards-aligned curriculum allows students to recover/earn entire levels in one or more subject areas and allow them to graduate with their cohorts.

Student Athletes

Student athletes and their parents/legal guardians should be aware that current National Collegiate Athletic Association (NCAA) rules place strict limitations on credits earned through content recovery and credit recovery programs. Participation in these programs are likely to affect a student's eligibility for NCAA play (i.e., VirtualSC credit recovery courses are not approved by the NCAA). Consult with your school counselor for more information.

Instructional Content and Curriculum

Instruction will be delivered through a combination of computer-based instructional software and targeted small-group instruction supervised and managed by a certified and highly qualified teacher in the subject area or through direct instruction from a teacher who is certified and highly qualified in the subject/course being recovered or earned.

Each credit recovery course will be based upon state curriculum standards and objectives for the corresponding subject and will be aligned across courses within the district. The standards and concepts to be addressed in credit recovery courses will be determined by the teacher who assigned the student the failing grade in the initial credit course, through a diagnostic tool utilized by the credit recovery course facilitator or software program, or through another diagnostic assessment offered by the district.

Credit recovery course offerings may be limited by the availability of space, facilitators, and appropriate computer-based content and/or due to district budgetary constraints.

Grading

Students are not permitted to remain in a credit recovery course for more than one academic year. Student grades in credit recovery courses are designed to be GPA-neutral, meaning that the student's GPA will not be affected by the student's grade in the course. The failing grade in the initial credit course will remain on the student's transcript. If the student passes the credit recovery course with a 60 or higher the transcript will show a "P" for passing, but the original grade will remain and be figured into the cumulative GPA.

Credit recovery courses taken during the final semester of the school year must be completed no later than two weeks following the last day of the academic year. Graduating seniors planning to participate in graduation ceremonies must complete credit recovery courses no later than the day prior to graduation. Additionally, rising seniors enrolled in credit recovery courses during a summer session must complete those courses no later than August 15th to count for the current academic year. Other students enrolled in credit recovery courses during a summer session may extend past August 15th, but the course credit will be recorded in the next academic year.

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Content Recovery/Credit Recovery/Initial Credit Program Authorization and Operation

Content Recovery/Credit Recovery/Initial Credit programs may operate during the school day or outside of the normal school hours.

Content Recovery/Credit Recovery/Initial Credit programs operating during the summer term or outside the normal school hours must be supervised by a certified administrator or school counselor.

Teachers working with students in Content Recovery/Credit Recovery/Initial Credit programs must be certified and highly qualified in the content area they are teaching or in one content area if they are facilitating a software-based program. In situations where online courses are being utilized, a facilitator may be used who is an approved certified adult employee of the school district.

Student Eligibility

Content Recovery

Students must be currently enrolled in a course to participate in content recovery.

Eligibility

Students are eligible for participation in content recovery through the recommendation of their classroom teacher based upon a variety of factors including, but not limited to, documented student performance on formative and summative classroom assessments, student attendance patterns, and course content and curriculum pacing.

Students are generally not limited in the amount of courses for which they may participate in content recovery; however, school administrators may elect to limit participation based upon parent/legal guardian and/or teacher recommendation.

Grading

Content recovery assignments must be completed no later than the date grades are due at the end of the school year. Seniors must complete any content recovery assignments no later than August 15th. Upon satisfactory completion of all assigned work within the time allowed, the teacher will factor the content recovery grade in with the currently recorded grade for that subset of the course.

Credit Recovery

Students must have previously failed a course to be eligible for credit recovery. Participation in credit recovery will not affect a student's GPA. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program.

Eligibility

Students are eligible for a credit recovery course if they have previously taken and failed an initial credit course. Students must have obtained a grade of 51 or higher in the initial credit course, or the student is not eligible for credit recovery and must retake the full course to receive credit. Students who have already received credit for a course are ineligible to participate in credit recovery to improve their final grade.

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Students will be required to complete an application to request placement in a credit recovery course. Consent of the student's parent/legal guardian must be obtained prior to enrollment. The completed form will be submitted to their school counselor for approval.

Students may take no more than three credit recovery courses per year. Recovering more than three per year will require district approval.

Roles and Responsibilities

Principal:

- oversees the implementation of the Content Recovery/Grade Recovery/Initial Credit programs
- approves all Content Recovery/Grade Recovery/Initial Credit program forms and grade change forms
- provides an annual program evaluation, based upon district and program goals, indicating strengths, as well as areas of need, with recommendations for improvement to the chief of academics and chief accountability and administration

School Counselor:

- responsible for scheduling, assessing data, and providing necessary reports to students and parents
- maintains students' historical profile and documentation for Content Recovery/Grade Recovery/Initial Credit programs
- secures a student listing with averages ranging from 40 to 59 programmatic recommendations

Student:

- will submit application to counselors for Content Recovery/Grade Recovery/Initial Credit program
- must meet all program requirements
- must enter into learning contract agreement

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