

**TERRELL COUNTY BOARD POLICY**  
**Promotion and Retention**

**Descriptive Code:** IHE  
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**Date Issued:** 2/13/2012

**160-4-2-.11 PROMOTION, PLACEMENT, AND RETENTION.**

It is the goal of the Terrell County Board of Education that all students will demonstrate mastery of state and local grade level standards K – 8. It is the responsibility of the principal to ensure that decisions regarding promotion, placement, and retention follow the procedures outlined in Board Policy IHE and these guidelines.

To help assure student academic achievement, the Terrell County Board of Education in accordance with the Georgia Academic and Promotion Policy (O.C.G.A. & 20-2-282,283, 284, and 285), the State Board of Education Rule 160-2-11 Promotion, Placement, and Retention, and State Rule 160-4-2-.13 established the following education guidelines for grades K - 12:

- I. State Rule Requirements for Grades One- through Eight specified in Board Policy IHE.
- II. State Rule Requirements for Grades Three, Five and Eight specified in Board Policy IHE.
- III. Terrell County Promotion Standards and Criteria for Grades Kindergarten through Eight specified in Board Policy IHE.
- IV. State/Local Requirements for Grades 9 – 12 specified in Board Policy IHE.

**(1) DEFINITIONS.**

(a) **Accelerated instruction** - challenging instructional activities that are intensely focused on student academic deficiencies in reading and/or mathematics . This accelerated instruction is designed to enable a student who has not achieved grade level, as defined by the Office of Education Accountability, to meet grade-level standards in the shortest possible time .

(b) **Additional instruction** - academic instruction beyond regularly scheduled academic classes that is designed to bring students not performing on grade level , as defined by the Office of Education Accountability, 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/or summer/inter-session instruction .

(c) **Differentiated instruction** - instructional strategies designed to meet individual student learning needs.

(d) **Grade level** - standard of performance, as defined by the Office of Education

Accountability, on a Criterion-Referenced Competency Test .

**(e) 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.

**(f) Placement committee** - the committee established by the local school principal or designee to make placement decisions concerning a student who does not meet expectations on the Criterion-Referenced Competency Test. This committee shall be comprised of the principal or 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 Criterion-Referenced Competency Test .

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

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

## **I. Requirements for Grades 1 - 8**

A. Each school principal or designee shall distribute student data from the state or locally developed Criterion-Reference Competency Test to teachers at the beginning of each school year. Each teacher shall use this data to focus instruction on identified student academic performance in grades 1-8.

B. Each school principal or designee shall establish a Response to Intervention/Student Support Team for each student in grades 1-8 who does not achieve grade level on reading and/or mathematics sections of a locally developed assessment or the state required criterion-referenced competency test. The team shall:

1. Make recommendations to promotion committee who determines whether each student shall be retained or promoted based on a review of the overall academic achievement of the student as well as the student's locally developed assessment or Criterion-Referenced Competency Test performance;
2. Develop an accelerated, differentiated, or additional instructional instruction plan for each student who does not achieve grade level on the reading and/or mathematics sections of a locally developed assessment or the criterion-reference competency test; and
3. Develop a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student.

- C. Students shall be tested in accordance with requirements specified in State Board Rule 160-3-1-07 Testing Programs-Student Assessment.
- D. The school principal or designee shall 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 other criteria established in this policy.

## **II. State Rule Requirements for Grades Three, Five, and Eight**

A. Promotion of a student shall be determined as follows:

1. No third grade student shall be promoted to the fourth grade if the student does not achieve grade level on the Criterion-Reference Competency Test in reading and meet promotion standards and criteria established in reading and meet promotion standards and criteria established in this policy.
2. No fifth grade student shall be promoted to the sixth grade if the student does not achieve grade level on the Criterion-Referenced Competency Test in reading and the Criterion-Referenced Test in mathematics and meet promotion standards and criteria established in this policy.
3. No eighth grade student shall be promoted to the ninth grade if the student does not achieve grade level on the Criterion-Referenced Competency Test in reading and the Criterion-Referenced Competency Test in mathematics and meet promotion standards and criteria established in this policy.
4. Requirements in this section shall apply to students in the following grade levels:
  - a. The third grade beginning with the 2003-2004 school year.
  - b. The fifth grade beginning with the 2004-2005 school year.
  - c. The eight grade beginning with the 2005-2006 school year.
5. The school principal or designee may retain a student who performs satisfactory on the Criterion-Referenced Competency Test but who does not meet promotion standards and criteria established in this policy.

B. When a student does not perform at grade level in grades 3, 5, or 8 on the Criterion-Referenced Competency Test(s) specified in section (a) above, then the following shall occur:

1. Within ten calendar days, excluding weekends and holidays, or receipt of the Criterion-Referenced Competency Test individual student scores, the school principal or designee shall notify in writing by first-class mail the parent or guardian of the student regarding the following:
    - a. The student's below-grade-level performance on the Criterion-Referenced Competency Tests;
    - b. The specific retest(s) to be given the student and testing date(s);
    - c. The opportunity for accelerated, differentiated, or additional instruction based on the student's performance on the Criterion-Referenced Competency Tests; and
    - d. The possibility that the student might be retained at the same grade level the next school year.
  2. The student shall be given an opportunity for accelerated, differentiated, or additional instruction in the applicable subject(s) prior to the retesting opportunity; and
  3. The student shall be retested with appropriate sections(s) of the Criterion-Referenced Competency Test(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 this board.
- C. When a student does not perform at grade level on the Criterion-Reference Competency test in grades 3, 5, and 8, and also does not perform at grade level on a second opportunity to take the assessment, then the following shall occur.
1. The school principal or designee shall retain the student for the next school year except as otherwise provided for in this policy.
  2. The school principal or designee shall notify in writing by first-class mail the parent or guardian of the student and the teacher(s) regarding the decision to retain the student.
    - a. The notice shall describe the option of the parent or guardian or teacher to appeal the decision to retain the student;
    - b. The notice shall describe the composition and functions of the placement committee; it shall describe the option of the principal to invite individuals who can provide information or facilitate understanding of the issues to be discussed to attend the placement committee meeting; and
    - c. The notice shall include the requirement that the decision to promote the student must be the unanimous decision of the placement committee comprised of the parent or guardian, teacher(s), and principal or designee.

3. If the parent or guardian or teacher(s) appeals the decision to retain the student, then the school principal or designee shall establish a placement committee to consider the appeal.
  - a. The placement committee shall be comprised of the principal or design the student's parent or guardian, and the teacher(s) of the subject(s) of the Criterion-Referenced Competency Test of the alternative assessment instrument on which the student failed to perform at grade level.
  - b. The principal or designee shall notify in writing by first-class mail the parent or guardian and teacher(s) of the time and place for convening the placement committee.
  - c. The placement committee shall review the overall academic achievement of the student in light of the performance on the Criterion-Referenced Competency Test or the alternative assessment instrument and promotion standards and criteria established in this policy for the school that the student attends, and make a determination to promote or retain.
  - d. The decision to promote must be the unanimous decision of the placement committee and must determine that if promoted and given accelerated, differentiated, or additional instruction during the next year, is likely to perform at grade level by the conclusion of the school year.
  - e. The placement committee prescribes such additional assessments as may be appropriate in addition to assessments administered to other students at the grade level during the year.
  - f. The placement committee shall provide for a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student.
  
4. A plan for accelerated, differentiated, or additional instruction must be developed for each student who does not achieve grade level performance in grade 3, 5, or 8 on the Criterion-Referenced Competency Test(s) specified in section I (II.A State Rule Requirement 3, 5, and 8) above whether the student is retained, placed, or promoted for the subsequent year.
  
5. A student who is absent or otherwise unable to take the Criterion-Referenced Competency Test in reading and/or mathematics on the first administration or its designated make-up day(s) shall take the Criterion-Reference Competency Test in 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 this board. Placement or promotion of these students shall follow the same procedures as students who do not achieve grade level on the first administration of the assessment.

6. A student's failure to take the Criterion-Referenced Competency Test in grades 3, 5, and 8 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 this board shall result in the student being retained. The option of the parent or guardian or teacher(s) to appeal the decision to retain the student shall follow the procedure set forth in this rule.
7. For students receiving special education or related services, the Individualized Education Plan Committee shall serve as the placement committee
8. The decision of the placement committee may be appealed only as provided for by the local board of education .

### **III. Terrell County Promotion Standards and Criteria for Grades Kindergarten through Eight**

**In addition to the state requirements, Terrell County has the following academic requirements for promotion.**

#### **A. Academic Requirements**

##### **Kindergarten**

To meet promotion requirements, a student must master 10 of the 12 essentials skills for Reading and 10 of 13 essential skills for Mathematics as identified on the Terrell County Board of Education report card.

##### **First**

To meet promotion requirements, a student must:

- A. Master 8 of the 9 essentials skills for Reading as identified on the Terrell County Board of Education report card.
- B. Master 8 of 9 essential skills for Mathematics as identified on the Terrell County Board of Education report card.
- C. Obtain a passing grade (70) in reading and math

##### **Second**

To meet promotion requirements, a student must:

- A. Master 7 of the 8 essentials skills for Reading as identified on the Terrell County Board of Education report card.
- B. Master 8 of 9 essential skills for Mathematics as identified on the Terrell County Board of Education report card.
- C. Obtain a passing grade (70) in reading and math

### **Grades 3 through 5**

To meet promotion requirements students in grades 3 - 5 must:

- i. Obtain a passing grade(70) in
  - Mathematics
  - Reading
- ii. Obtain a passing grade (70) in two of the following:
  - Social Studies
  - Science
  - Language Arts (English, Spelling, Composition)

### **Grades 6 through 8**

To meet promotion requirements students in grades 6-8 must:

- i. Obtain a passing grade (70) in:
  - Mathematics
  - Reading
- ii. Obtain a passing grade (70) of 2 of 3 of the following:
  - Social Studies
  - Science
  - Language Arts (English, Spelling, Composition)
- iii. Summer school is strongly recommended for students failing Math Support classes

## **B. Final Placement**

If a student in grades Kindergarten through Eight has not met promotion policies at the end of the year, the student will be brought before the placement committee. Extenuating circumstances will be considered and the final placement for students for the next year will be made by the placement committee. The appeals committee has final authority for placement decisions.

The Individualized Education Plan developed by the Special Education Placement Committee shall determine the promotion criteria for students who have been staffed into special education programs under the direction of the Special Education Department and federal and state mandates. (All grades)

The Section 504 Individualized Accommodation Plan developed by the school's designated team shall be used in addressing the promotion/retention decision making process for the student. (Grades K, 1, 2, 4, 6, 7)

The Individualized Academic Plan developed by the School's Response to Intervention/Student Support Team (shall determine the promotion criteria for Limited English Proficient Student (LEP) students. (Grades K, 1, 2, 4, 6, 7)

**C. Development of Individual Instructional Plan including Teacher/Parent Communication and Continuous Assessment**

The Response to Intervention/Student Support Team at each school determines students requiring intervention services (Individual Instructional Plan) and determines the most appropriate means to meet the needs of student who are experiencing academic difficulty.

Students requiring initial Individual Instructional Plans at the beginning of the year:

1. Any student in grades K – 8 who is significantly below grade level on reading and/or math sections of the CRCT, local CRCT assessment for Grades 1 and 2, DSC in Kindergarten, or STAR reading or math.

Students requiring Individual Instructional Plans during the year:

1. Any student is grades K – 8 who is failing reading or math at the end of any nine (9) period.

Parents are invited to all Intervention Team meetings. If parents do not attend, written notes and/ or decisions from the meeting are provided to them.

**IV. Requirements for Grades 9 - 12**

(a) Local boards of education shall develop and adopt policies and procedures for the promotion and retention of students in grades 9 through 12 .

Minimum passing score of 70 is established by state Rule 160-4-2-.13 (Statewide Passing Score, code IHA)

(a) Promotion of a student to the next grade shall be determined as follows:

1. To be promoted from 9<sup>th</sup> to 10<sup>th</sup> grade, a student must have earned five (5) units of credit.
2. To be promoted from 10<sup>th</sup> to 11<sup>th</sup> grade, a student must have earned ten (10) units of credit.
3. To be promoted from 11<sup>th</sup> to 12<sup>th</sup> grade, a student must have earned fifteen (15) units of credit.



- (b) Students shall meet the graduation requirements specified in the appropriate graduation rule and the assessment requirement specified in Rule 160-3-1-.07 Testing Programs-Student Assessment.
  
- (c) The Individualized Education Plan should serve as the required document policies and procedures for exceptional students receiving special education or related services.

**Lillie Cooper Primary School  
Promotion and Retention  
Kindergarten Promotion Requirements**

**A student must successfully master 10 of the 12 required reading and 10 of the 13 required math skills and maintain a yearly average of 70.**

If a student in kindergarten has not met promotion policies at the end of the school year, he/she will be brought to the promotion committee. Extenuating circumstances will be considered; the promotion committee will make the placement for students for the next year.

**Reading Required Skills**

- Recognizes 100 sight words
- Expresses ideas through writing 3 - 5 sentences
- Identifies rhyming words
- Recognizes uppercase and lowercase letters and sounds
- Follows simple directions
- Speaks and expresses thoughts and feelings clearly
- Draws and writes about sequential events
- Understands and uses who, what, when, where, why and how
- Blends sounds to read words
- Retells stories in correct sequence
- Identifies characters, settings, and major events
- Reads simple texts

**Math Required Skills**

- Recognizes, counts, and constructs sets 0 – 20
- Adds sums to 5
- Subtracts differences from 5
- Identifies shapes: square, circle, triangle, hexagon, cylinder, sphere, cone, and cube
- Builds and draws shapes
- Count on starting with any given number
- Shows 11 – 19 are made of tens and ones
- Counts by 1s, 10s to 100
- Identifies positional relationships
- Sorts objects by attributes
- Counts objects to answer questions
- Identifies more than, fewer than, and equal to using objects and numbers
- Describes and compares objects by their measure

**Lillie Cooper Primary School  
Promotion and Retention  
First Grade Promotion Requirements**

**A student must successfully master 8 of the 9 required reading and math skills and maintain a yearly average of 70.**

If a student in the first grade has not met promotion policies at the end of the school year, he/she will be brought to the promotion committee. Extenuating circumstances will be considered; the promotion committee will make the placement for students for the next year.

**Reading Required Skills**

- Yearly reading average of 70 or greater
- Yearly Language average of 70 or greater
- Yearly Comprehension average of 70 or greater
- Identify short vowels with 70% accuracy
- Identify long vowels with 70% accuracy
- Recognize 200 high frequency words from the core curriculum
- Complete Leveled Text (Level 2)
- Must read and pass 50 AR books with a yearly average of 70% accuracy

**Writing Required Skills**

- Given a topic sentence, the student must write 3 - 5 supporting detail sentences in paragraph form

**Math Required Skills**

- Yearly math average of 70 or greater
- Read, write and represent numbers to 120
- Identify number words up to 120
- Tell and write time in hours and half hours using analog and digital clocks
- Problem solving – Solve multiple step word problems
- Organize, represent and interpret data with up to three categories using graphs and tables
- Order three objects by length; compare the lengths of two objects indirectly by using a third object
- Geometry – Compare, contrast and classify geometric shapes
- Understand place value up to 99

**Lillie Cooper Primary School  
Promotion and Retention  
Second Grade Promotion Requirements**

**A student must successfully master 7 of the 8 required reading and 8 of the 9 math skills and maintain a yearly average of 70.**

If a student in the second grade has not met promotion policies at the end of the school year, he/she will be brought to the promotion committee. Extenuating circumstances will be considered; the promotion committee will make the placement for students for the next year.

**Reading Required Skills**

- Yearly reading average of 70 or greater
- Yearly Language average of 70 or greater
- Yearly Comprehension average of 70 or greater
- Complete Leveled Text (Level 7)
- Must read and pass 100 AR books with a yearly average of 70
- Uses correct capitalization
- Uses correct punctuation

**Writing Required Skills**

- Given a topic sentence, the student must write a paragraph with 5 – 7 supporting details

**Math Required Skills**

- Yearly math average of 70 or greater
- Place value to thousands
- Problems Solving – Solve multiple-step word problems with 70% accuracy
- Regrouping – Solve multiple-digit regrouping problems in addition with 70% accuracy up to four digit numbers
- Regrouping – Solve multiple-digit regrouping problems in addition with 70% accuracy up to four 2 digit numbers
- Regrouping – solve multiple-digit regrouping problems in subtraction with 70% accuracy up to 4 digit numbers
- Money – Solve word problems by counting combinations of coins and bills
- Geometry – Identify plan shapes and solid figures
- Measurement - Use appropriate tools to measure time to five minutes

**Terrell County  
Promotion/Retention Guidelines**

**I. Promotion Grades K - 8**

Any student in Kindergarten who has mastered the essentials skills for Reading and Mathematics as identified on the Terrell County Board of Education report card and successfully completed The State Board of Education readiness instrument should be promoted the next grade.

Test scores, the readiness instrument and teacher evaluation should be the determining factors for kindergarten promotion.

First and second graders students should demonstrate a passing performance in reading and math skills evidenced by mastering the essential skills for Reading and Mathematics as identified on the Terrell County Board of Education report card and successfully passing Reading and Math with a grade of 70 should be promoted. The process for making the promotion determination should reflect teacher judgment that is based on teacher-made tests, classroom assignments, daily observations, and state mandated test results.

Any student in Grades 3 – 5 should demonstrate a passing performance in reading and math skills, and two of the following three subjects (Social Studies, Science, Language Arts). The process for making the promotion determination should reflect teacher judgment that is based on teacher-made tests, classroom assignments, daily observations, and state mandated test results.

Any student in Grades 6 – 8 should demonstrate a passing performance in reading and math skills, and three of the following four subjects (Social Studies, Science, Language Arts). The process for making the promotion determination should reflect teacher judgment that is based on teacher-made tests, classroom assignments, daily observations, and state mandated test results.

**II. Retention**

A. Retention of a student in grades Kindergarten through eight at the same grade level for an additional year should be considered when:

1. The student has failed to give evidence of achieving the majority of the grade level standards (CRCT Grades 3, 5, & 8 See Section I)
2. The student fails academic subjects for the year (See promotion criteria above).

B. Parent Conferences to discuss possible retentions should be held at the end of grading periods when it appears that the student will be a candidate for retention. Each conference should be documented.

C. When a student has been recommended for retention, procedural steps shall occur. These guidelines are listed in Policy IHE and are based upon test results, academic reports, and other documentation provided by the teacher.

**III. Placement**

Placement decisions should be made on an individual basis. If a student in grades Kindergarten through Eight has not met promotion policies at the end of the year, the student will be brought before the placement committee. Extenuating circumstances will be considered and the final placement for students for the next year will be made by the placement committee. The placement or appeals committee has final authority for placement decisions.

**IV. Grades 9 – 12**

Any student in Grades 9 – 12 should demonstrate a passing performance in any subject (a grade of 70) to be awarded a unit of credit. Units of credit determine student placement. The process for making the performance determination should reflect teacher judgment that is based on teacher-made tests, classroom assignments, and daily observations.

**V. Summary**

The Terrell County Elementary Promotion/Retention Guidelines are based on the TBOE policy IHE, which is attached.