

PROMOTION AND RETENTION OF STUDENTS IN GRADES K-12

I. 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 Student Achievement, 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 Student Achievement, 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 Student Achievement, on a state-mandated 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 to make placement decisions concerning a student who does not achieve “Ready for First Grade” on the state-mandated assessment or does not meet or exceed expectations on the state-mandated tests.

Following the implementation schedule specified in this policy, for grades 3, 5, & 8 this committee shall be comprised of the principal, the student’s parent or guardian, and the teacher(s) in the content area(s) in which the student did not meet or exceed expectations on the state-mandated tests. It is further recommended that a teacher from the grade level in which the student is being considered for placement also attend.

For grades K, 1, 2, 4, 6, & 7 this committee shall be comprised of appropriate school personnel as designated by the school principal.
- 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. Supplemental educational services - accelerated, additional and/or differentiated instructional opportunities.

II. PROMOTION STANDARDS AND CRITERIA FOR GRADES K-8

- A. Students in Kindergarten must accomplish a scaled score indicating "Ready for First Grade" on the spring administration of the state-mandated assessment.
- B. Students in grades 3, 5, and 8 must meet or exceed expectations on the state-mandated tests administered in the spring or on the retest.
- C. Students in grades 1, 2, 4, 6, 7, & 8 must meet or exceed expectations on the state-mandated tests administered in the spring of each year.
- D. Students in grades 1-8 must receive a minimum yearly grade of seventy (70) on their report card for Reading/Language Arts, Mathematics, Science and Social Studies. Students in grades 6-8 must pass eighty percent (80%) of all Connections classes, including Physical Education, taken during the school year.
- E. Students in grades 1-8 must have attended any accelerated, additional, or differentiated instructional sessions that they have been assigned to during the school year at least ninety percent (90%) of the time.
- F. Students in grades K-8 must meet the requirements of Attendance Policy JBD.

III. REQUIREMENTS FOR GRADES K-8.

- A. Promotion Requirements for grades K-8 are as follows:

1. No student shall be promoted to the next grade if the student does not achieve "Ready for First Grade" on the state-mandated assessment in Kindergarten; or does not "Meet or Exceed Expectations" on the state-mandated tests in grades 1-8 as defined in the Promotion Standards and Criteria Section II A-F.
 2. The school principal may retain a student who achieves "Ready for First Grade" on the state-mandated assessment in Kindergarten or who "Meets or Exceeds Expectations" on the state-mandated tests but who does not meet the additional Promotion Standards and Criteria in Section II D-F of this policy.
- B. Placement Requirements for grades 3, 5, & 8 are as follows:
1. If a student does not meet the Promotion Standards and Criteria in Section II B, D-F of this policy and the parent appeals the principal's decision, a Placement Committee meeting will be held as defined in Section (1)(F) of this policy.
 2. The decision to place into the next grade must be the unanimous decision of the placement committee and must determine that, if placed into the next grade and given accelerated, differentiated, or additional instruction during the next year, the student is likely to perform at grade level by the conclusion of the next school year. Each committee must consider the following information in the decision-making process.
 - a. The difference in the student's scores in comparison to the "Meet Expectation" score of the state-mandated tests.
 - b. The student's academic grades for the current and past school years.
 - c. The student's attendance records for the current and past school years.
 - d. The student's discipline records for the current and past school years.
 - e. The student's attendance records for any supplemental services program for the current and past school years.
 3. Each placement committee must develop and implement an accelerated, differentiated, or additional Student Success Plan (SSP) for each student who does not "Meet or Exceed Expectations" on the state-mandated tests; and will be responsible for developing and implementing a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student.
 4. Grade level teams established by the principal will monitor the progress of each student's SSP and continuous assessment during the subsequent school.
- C. Placement Requirements for grades K, 1, 2, 4, 6 & 7
1. If a student does not meet Promotion Standards and Criteria Section II A, C-F, the parent or guardian will be given the opportunity to discuss their child's academic performance with an appropriate school personnel committee.
 2. The decision to place into the next grade must be based on the judgment that, if placed into the next grade and given accelerated, differentiated, or additional instruction during the next year, the student is likely to perform at grade level by the conclusion of the next school year.

The following must be considered in the decision-making process:

 - a. The difference in the student's scores in comparison to the "Meet Expectation" score of the state-mandated tests.
 - b. The student's academic grades for the current and past school years.
 - c. The student's attendance records for the current and past school years.
 - d. The student's discipline records for the current and past school years.
 - e. The student's attendance records for any supplemental services.
 3. The parent or guardian must give signed parental consent for their child to receive accelerated, differentiated, or additional instruction.
 4. The parent or guardian must also make a commitment that their child will attend school on a regular basis, as well as attend regularly any supplemental educational services offered.
- D. Retention Requirements for grades 3, 5, & 8 are as follows:
1. A student does not "Meet or Exceed Expectations" on the Criterion-Referenced Competency Test state-mandated tests or retest as defined in the Promotion Standards and Criteria Section II B of this policy.
 2. A student does not meet the Promotion Standards and Criteria Section II D-F of this policy.
 3. The school principal may retain a student who "Meets or Exceeds Expectations" on the state-mandated tests but who does not meet the additional Promotion Standards and Criteria in Section II D-F of this policy.
- E. Retention Requirements for grades K, 1, 2, 4, 6 & 7 are as follows:
1. A student who does not achieve "Ready for First Grade" on the state-mandated assessment in Kindergarten as defined in the Promotion Standards and Criteria Section II A of this policy.

2. A student does not "Meet or Exceed Expectations" on the state-mandated tests as defined in the Promotion Standards and Criteria Section II B & C of this policy.
3. A student does not meet Promotion Standards and Criteria in Section II D-F of this policy.
4. After the parent or guardian with the appropriate school personnel review all pertinent academic and school records, the judgment is made that the student, if placed into the next grade and given accelerated, differentiated, or additional instruction during the next year, the student is not likely to perform at grade level by the conclusion of the next school year.
5. The parent or guardian does not give written consent as stated in III C, 4 and 5 of this policy.

IV. PROCEDURES TO FOLLOW FOR GRADES K-8:

- A. Each school principal shall distribute student data from the state-mandated tests to teachers prior to 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 principal shall establish grade level teams.
 1. Each grade level team will meet at least monthly to discuss the progress of each student who has an SSP and amend their plan if necessary.
 2. Each grade level team will be responsible for monitoring the plan of continuous assessment during the school year in order to monitor the progress of each 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 shall annually notify parents or guardians that promotion, placement or retention of a student into a grade will be based on the academic achievement of the student on the state-mandated tests and other criteria established in the Promotion Standards and Criteria Section II D-F.
- E. When a student in grades 3, 5, and 8 does not "Meet or Exceed Expectations" on the state-mandated tests specified in the Promotion Standards and Criteria Section II B & C, then the following shall occur:
 1. Within ten calendar days, excluding weekends and holidays, of receipt of the spring individual student test scores, the school principal 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 state-mandated tests;
 - b. The specified 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 state-mandated tests; and
 - d. The possibility that the student might be retained at the same grade level for 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 section(s) of the state-mandated tests 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.
- F. When a student does not "Meet or Exceed Expectations" on the state-mandated tests in grades 3, 5, & 8, and also does not "Meet or Exceed Expectations" on a second opportunity to take the assessment, then the following shall occur:
 1. The school principal shall retain the student for the next school year except as otherwise provided for in this policy.
 2. The school principal 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; and
 - c. The notice shall include the requirement that the decision to place the student must be the unanimous decision of the placement committee comprised of the parent or guardian, teacher(s), and principal.
 3. If the parent or guardian or teacher(s) appeals the decision to retain the student, then the school principal shall establish a placement committee to consider the appeal.
 - a. The placement committee shall be comprised of the principal, the student's parent or guardian, and the teacher(s) of the subject(s) on the state-mandated tests or the alternative assessment instrument on which the student failed to perform at grade level. It is further recommended that a teacher from the grade level in which the student is being considered for placement also attend.
 - b. The principal 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 state-mandated tests or the alternative assessment instrument and Section II Promotion Standards and Criteria established in this policy and make a determination to place or retain.
- d. The decision to place must be the unanimous decision of the placement committee and must determine that if placed and given accelerated, differentiated, or additional instruction during the next year, the student is likely to perform at grade level by the conclusion of the school year.

Each committee must consider the following information in the decision-making process.
- i. The difference in the student's scores in comparison to the "Meet Expectation" score of the state-mandated tests.
- ii. The student's academic grades for the current and past school years.
- iii. The student's attendance records for the current and past school years.
- iv. The student's discipline records for the current and past school years.
- v. The student's attendance records for any supplemental services.
- e. The grade level team shall prescribe such additional assessments as may be appropriate in addition to assessments administered to other students at the grade level during the year.
- f. The grade level team shall provide for a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student.
- G. A student's failure to take the state-mandated tests in Grades 3, 5 & 8 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 policy.
- H. When a student in grade K does not achieve "Ready for First Grade" on the state-mandated assessment or when a student in grade 1, 2, 4, 5, 6, 7, 8 does not "Meet or Exceed Expectations" on the state-mandated tests specified in the Promotion Standards and Criteria Section II A-C, then the following shall occur:
 - 1. The school principal shall retain the student for the next school year except as otherwise provided for in this policy.
 - 2. The school principal shall notify in writing the parent or guardian of the student regarding the decision to retain the student.
- a. The notice shall describe the option of the parent or guardian of the student to meet with an appropriately designated school personnel placement committee to discuss the decision to retain the student;
- b. The notice shall describe the option of the parents or guardian of the student to review the overall academic achievement of the student in light of the performance on the state-mandated tests.
- c. The notice shall include the option of the parent or guardian to request that their child be placed into the next grade level and the requirement that the decision to place the student must be the unanimous decision of the designated school personnel placement committee and the parent or guardian.
- d. The notice shall include that if the decision is to place the student, the parent or guardian of the student must give signed parental consent for their child to receive accelerated, differentiated, or additional instruction and must also make a commitment that their child will attend school on a regular basis, as well as attend regularly any supplemental educational services offered.
- I. A plan for accelerated, differentiated, or additional instruction must be developed for each student in grades K-8, who does not achieve "Ready for First Grade" on the state-mandated assessment or who does not "Meet or Exceed Expectations" on the state-mandated tests specified in Section II Promotion Standards and Criteria of this policy, whether the student is retained or placed for the subsequent year.
- J. Any student in grades K-8 who is absent or otherwise unable to take the spring state-mandated tests on the first administration or its designated make-up day(s) shall take the tests 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. Promotion, placement or retention of these students shall follow the same procedures as students who do not achieve grade level on the first administration of the assessment.
- K. For students receiving special education or related services, the Individualized Education Plan Committee shall serve as the placement committee.
- L. The decision by the school-level committee to place or retain the student cannot be appealed.

VI. PROMOTION AND RETENTION OF STUDENTS IN GRADES 9-12 is based on the number of units credits earned toward graduation, as specified in the student handbook.

High School Grade Promotion Requirements

Students Entering 9th Grade in the 2016-2017 School Year and Subsequent Years	
Credits required to be classified a 9 th Grader	0 - 4 credits
Credits required to be classified a 10 th Grader	5 - 12 credits
Credits required to be classified an 11 th Grader	13 - 19 credits
Credits required to be classified a 12 th Grader	20 - 28 credits (*28 credits needed to graduate)

Students Entering 9th Grade in the 2015-2016 School Year	
Credits required to be classified a 9 th Grader	0 - 4 credits
Credits required to be classified a 10 th Grader	5 - 12 credits
Credits required to be classified an 11 th Grader	13 - 18 credits
Credits required to be classified a 12 th Grader	19 - 27 credits (*27 credits needed to graduate)

Students Entering 9th Grade in the 2014-2015 School Year	
Credits required to be classified a 9 th Grader	0 - 4 credits
Credits required to be classified a 10 th Grader	5 - 12 credits
Credits required to be classified an 11 th Grader	13 - 17 credits
Credits required to be classified a 12 th Grader	18 - 26 credits (*26 credits needed to graduate)