

## PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

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Rescinds: IKE-E2

### BOARD POLICY

The promotion, retention and acceleration policy of the Tupelo Public School District serves as the primary basis for the design and implementation of a grading, marking and reporting system for communicating academic performance and progress to students and parents. Through this, the Board establishes expectations for student and staff performance that meet the District's mission of serving the community by challenging each student to realize his or her potential through access to a quality education that requires accountability from all students and employees.

Promotion, retention and acceleration decisions of students in grades K-12 will be based on the student's academic achievement and progress on the curriculum adopted by the District for the various courses that make up the content requirements of each specified grade level. Placement decisions will be based on the grades earned and reported to parents using the grading, marking and reporting system of the District. The retention of a student or repetition of a grade in K-12 for the sole purpose of participating in extra-curricular activities is prohibited.

Classification of students as 10th, 11th, or 12th graders will be based on Carnegie units earned toward graduation requirements. Earning of Carnegie unit credit in grades 8, 9, 10, 11, and 12 will be based on the student's academic achievement and progress on the curriculum adopted by the District. Awarding of Carnegie units will be based on the grades earned and reported to parents using the grading, marking and reporting system of the District.

Requests for acceleration of students will be considered only in cases of exceptional academic achievement in which the student has clearly demonstrated mastery of all criteria for acceleration.

### ADMINISTRATIVE PROCEDURE

#### 1. Definitions

1.1 Accelerated placement refers to the placement of a student at a grade level beyond that which would normally be applicable for students of the same chronological age.

1.2. Carnegie unit is a strictly time-based reference for measuring secondary school educational attainment used by American universities and colleges. A

semester class (one-half of a full year) earns 1/2 a Carnegie unit and a two semester class earns 1 Carnegie unit.

1.3. Conditional placement refers to the process which provides for the assignment of a student, by the superintendent or designee, to a grade other than the one for which the student has met the District's approved criteria for promotion. The conditional part of the process means that the grade level assignment is contingent upon the student meeting pre-specified conditions in terms of attendance, school behavior, and academic performance to maintain continued enrollment.

## 2. The District Promotion and Retention Process

2.1. The District's grading/marking/reporting system will be used to assess academic achievement and progress and to report academic achievement and progress to students, parents, and guardians. Specific criteria for use in making promotion and retention decisions are provided herein.

### 2.2. Kindergarten

2.2.1. Individual progress of kindergarten students will be based on each student's academic performance and progress on the District Learning Continuum and progress in language/reading development.

2.2.2. Information for use by teachers, principals, and other school staff members in making promotion and retention decisions relative to kindergarten students will be as listed and reflected by minimum grades of satisfactory or better in language/reading development.

- Academic achievement and progress on the curriculum adopted by the District for kindergarten students.
- Teacher judgment on the need for additional time and instruction.
- Pre- and post-standardized test data on a nationally validated standardized test adopted by the District for administration to kindergarten students.
- Academic achievement and progress on the components of the instructional program used by the teacher to assist students in mastering the learnings and skills of the curriculum adopted by the District for kindergarten students.

2.2.3. Two components of the instructional program shall include validation of successful kindergarten level performance on learning and skill activities from the District's primary reading and mathematics programs.

### 2.3. Grade 1

2.3.1. Progress of grade 1 students will be based on each student's performance and progress on the District Learning Continuum and progress in reading and mathematics computation and application.

2.3.2. Information for use by teachers, principals, and other staff members in making promotion and retention decisions relative to grade 1 students will be as listed.

- Academic achievement and progress on the curriculum adopted by the District for grade 1 students as reflected by minimum grades of S (Satisfactory) in reading and mathematics.
- Teacher judgment on the need for additional time and instruction.
- Academic achievement and progress on the components of the instructional program used by the teacher to assist students in mastering the learnings and skills of the curriculum adopted by the District for first grade students.

2.3.3. Two components of the instructional program shall include validation of successful first grade level performance on learning and skill activities from the District's primary reading and mathematics programs.

#### 2.4. Grades 2 through 6

2.4.1. Individual progress of students in grades 2 through 6 will be based on each student's performance and progress on the District Learning Continuum and progress in reading and mathematics computation and application.

2.4.2. Information for use by teachers, principals, and other school staff members in making promotion and retention decisions relative to students in grades 2 through 6 will be as listed:

- Academic achievement and progress on the curriculum adopted by the District for students in grades 2 through 6. The academic achievement and progress shall be reflected by a minimum grade average of "D" (70-74) in each of the five major subject areas (reading, English/ language, mathematics, science, and social studies).
- Teacher judgment on the need for additional time and instruction.
- Academic achievement and progress on the components of the instructional program used by the teacher to assist students in mastering the learnings and skills of the curriculum adopted by the District for students in grades 2 through 6.

2.4.3. Two components of the instructional program shall include validation of successful performance at the applicable grade level on the learning and skill activities in reading and mathematics.

#### 2.5. Grades 7 and 8:

2.5.1. Individual progress of students in grades 7 and 8 will be based on each student's academic achievement and progress on the District Learning Continuum and on the curriculum adopted by the District for the various courses that make up the content requirements for grades 7 and 8.

2.5.2. Information for use by teachers, principals, and other staff members in making promotion and retention decisions relative to students in grades 7 and 8 will be as listed:

- Academic achievement and progress on the curriculum as adopted by the TPSD for students in grades 7 and 8 shall be reflected by a minimum grade average of "D" (70-74) in each of the four major subject areas of English/language, mathematics, science, and social studies.
- Teacher judgment on the need for additional time and instruction.

2.5.3. It is the responsibility of each teacher to identify students who are not making satisfactory progress toward meeting the academic requirements. Appropriate instructional interventions shall be implemented.

2.5.4. The names of students who fail to make satisfactory progress shall, after implementation of instructional interventions by the teacher, be provided to the principal for additional review.

2.6. Grades 9 through 12: Students in grades 9-12 will be classified in accordance with the successful completion of the following requirements:

2.6.1. Ninth Grade: Successful completion of the required eighth grade program.

2.6.2. Tenth Grade: Successful completion of a minimum of six Carnegie units.

2.6.3. Eleventh Grade: Successful completion of a minimum of twelve Carnegie units.

2.6.4. Twelfth Grade: Successful completion of a minimum of eighteen Carnegie units.

### 3. Students Not Meeting Promotion Requirements

3.1. Students in grades K-12 who have not met requirements for promotion will be retained in the same grade or assigned to a supplemental instructional program if available.

3.2. To the extent that resources are available, supplemental instructional classes and programs will be created to provide assistance to students in danger of not meeting promotion requirements or who have not completed promotion requirements.

3.3. In extreme cases of continued failure to meet promotion requirements and based on documented evidence of repeated, unsuccessful instruction interventions, the principal may recommend to the superintendent that a student be conditionally placed in another grade level. Conditional placement must be approved by the student's parents, the student's teachers, and the principal of the receiving school prior to review by the superintendent or designee.

### 4. Accelerated Placement

The following procedures will be carefully monitored in making a determination for accelerated placement:

4.1. During enrollment in grades 1-8, the parents of a student may request accelerated placement of the student one grade level beyond the grade to which the student has met District criteria for assignment.

4.2. This request must be in writing to the principal of the building housing the grade to which accelerated placement is being requested.

4.3. Upon receipt of a written request for accelerated placement, the principal will notify the superintendent, or designee, of the request.

4.4. The principal will assemble an academic placement team composed of a guidance counselor, a minimum of one teacher who has most recently taught the student, the District psychologist, the supervisor of gifted education, one

administrator and a designee of the superintendent. The following criteria will be utilized by the academic placement team during consideration of accelerated placement of a student:

4.4.1. The student must have obtained either a minimum score of 125 on an individualized measure of academic performance or have received minimum scores at or above the 95th national percentile rank in the areas of reading, mathematics, and language on a standardized group measure of academic achievement, and

4.4.2. The student must have earned yearly grades with numerical averages at or above 95 in all courses taken in the grade most recently completed, and

4.4.3. The student must document mastery of content objectives and skills as specified on the District List of Learning and Skills for all courses that make up the curriculum of the grade being skipped, and

4.4.4. The parents and student have been counseled regarding the implications of accelerated placement.

4.5. Based on an analysis of this data, the academic placement team may recommend approving accelerated placement of the student.

4.6. If the academic placement team recommends denial of the request for accelerated placement, the principal will notify the parents of the child in writing together with the reasons for denial.

4.7. All decisions of the academic placement teams will be final. Any expenditure associated with the testing of an applicant for accelerated placement will be the responsibility of the person submitting such request.

## 5. Conditional Placement

5.1. Conditional placement can only be considered in extreme cases of continued failure by a student to meet promotion requirements, as evidenced by documentation of unsuccessful instructional interventions, supplemental instruction assignments, or alternative program placements. The following parameters will be used to define and clarify extreme cases of continued failure:

5.1.1. The student has been assigned to the current grade for two or more school years.

5.1.2. The student has been retained one or more times in a grade other than the currently assigned grade and will be retained in the current grade for a second year.

5.1.3. The student is or will be (prior to the next school year) chronologically two years or more beyond the chronological age of the students in his/her current grade assignment.

5.1.4. The student's attendance record is a primary cause for continued retention.

5.1.5. The student's school behavior is a primary cause for continued retention.

Note: Only students who meet one of the first three parameters can be considered for conditional placement. Parameters 4 and 5 can be utilized in combination with one of the first three parameters as a general condition for

consideration in making recommendations for conditional placement.

5.2. Conditional placement requires the final approval of the superintendent or designee. Prior to consideration by the superintendent, recommendations for conditional placement must be approved by the student's parents, teachers, and the principals of all involved schools. The process for recommending a student for conditional placement will be implemented is as follows:

Step I: At the end of the first semester and no later than January 31st of the current school year, each principal will prepare a list of students by grade who are in danger of being retained. For students in grades 9-12, the list of students in danger of retention will include all students who have grades below 70 in two or more academic subjects.

Step II: During preparation of the list of students who are in danger of being retained, teachers will be requested to identify any students who meet at least one of the first three major parameters for defining extreme cases of continued failure.

Step III: After completion of the list of students who are in danger of being retained, the principal will provide the list to the counselor and will establish a schedule of meetings of the Student Assistance Team to review and recommend instructional interventions for the listed students.

Step IV: Using a sub-committee of the Student Assistance Team to include the principal, counselor, a special education teacher, a regular education teacher, and other staff members as appropriate, the principal will complete an in-depth review of the school records of all students who have met at least one of the first three parameters for defining extreme cases of continued failure.

Step V: As the Student Assistance Team reviews the list of students in danger of retention, including students who meet at least one of the first three parameters for defining extreme cases of continued failure, the principal and teachers will notify and set up a conference with parents. During these conferences, planned instructional interventions will be discussed and parents will be encouraged to assist with the progress of their children.

Step VI: After the Student Assistance Team completes an in-depth study of the school records of all students who meet one of the first three parameters for defining extreme cases of continued failure, the principal will provide a list of these students to the Assistant Superintendent for Curriculum and Instruction. The list will indicate whether or not the Student Assistance Team plans to recommend conditional placement based on the current academic performance of the student. A Conditional Placement Referral will also be completed on for each student. A specific list of reason(s) why the student is or is not being recommended for conditional placement will be provided along

with other pertinent information to include planned instructional interventions.

Step VII: Upon receipt of each school's recommendations for conditional placement, the District Student Assistance Team will schedule a series of meetings to review the Conditional Placement Referrals. This team will include both regular education, special education, and alternative education representatives. Additional information will be collected as needed.

Step VIII: Beginning with the 3rd quarter progress reports, the District Student Assistance Team will monitor the academic progress of students who are being considered for conditional placement. If the student continues to be unsuccessful through the end of the 3rd nine weeks, the principal will be asked to set-up a meeting with parents. If conditional placement will change the student's school assignment, the principal of the second school will be notified at this time and a copy of the Conditional Placement Referral will be provided for review.

Step IX: Should the decision be made to recommend conditional placement as an instructional modification, a specific Student Plan for Conditional Placement and Instructional Intervention will be prepared in consensus with the student and his/her parents. This Student Plan will be approved by the parents and the principal of the receiving school.

Step X: At the end of the 3rd nine weeks, the report cards of all students listed as in danger of retention will be reviewed and the list of students in danger of retention will be updated. Parents of students who remain in danger of retention will be notified and an updated list of students will be provided to the Assistant Superintendent for Curriculum and Instruction. The District Student Assistance Team will review this list and work with school level Student Assistance Teams to identify viable instructional interventions.

5.3. Conditional placement of a student will be the exception rather than the rule when implemented as an instructional modification. ~~If recommended as an instructional modification, conditional placement must be approved by the student's parents, teachers, and the principal of the receiving school. The process described in Steps I-X must be followed in order to recommend a student for conditional placement. Conditional placement can only be considered for students who meet at least one of the first three parameters used to define extreme cases of failure to meet promotion criteria. Other conditional placement requirements are listed.~~

5.3.1. Conditional placement can only be considered for students whose current grade assignment is in grade 3 through 8. Carnegie Units apply to students in grades 9 through 12 for determination of grade placement.

5.3.2. Conditional placement of an individual student can only occur one time during grades 3 through 8.

5.3.3. Conditional placement of a student can only be made to the grade that is the next grade level beyond the currently assigned grade.

5.3.4. Conditional placement will be utilized as an instructional modification tool and not as a behavior management mechanism.

**EXHIBITS**

None

**REFERENCES**

None

**FORMS**

IKE Form 1.1010 Conditional Placement Referral

**\*RESCINDS**

IKE-E2

**PROCEDURE UPDATED**

01/18/2011