

District: Tupelo Public School District
Section: I - Instructional Program
Policy Code: IHE - Promotion and Retention

*updated
8/16/18*

PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

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.

Last Review Date: _____
 Review History:[1/1/1900][1/1/1901]

ADMINISTRATIVE PROCEDURES

Definitions

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.

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.

The District Promotion and Retention Process

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.

Kindergarten

~~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.~~

~~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:~~

~~Minimum grades of 65 or better in language/reading and mathematics development.~~

~~Academic achievement and progress on the curriculum adopted by the District for kindergarten students.~~

~~A minimum of 9 on the STAR Reading Assessment.~~

~~A minimum of 65 on the district Unit assessments.~~

Grade 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.~~

~~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.~~

~~Minimum grades of 65 or better in language/reading and mathematics development.~~

~~Academic achievement and progress on the curriculum adopted by the District for first grade students.~~

~~A minimum of 1.9 on the STAR Reading Assessment.~~

~~A minimum of 65 on the district Unit assessments.~~

~~A minimum score of 1320 on Reading Classworks Benchmark Assessment~~

~~A minimum score of 1280 on Mathematics Classworks Benchmark Assessment~~

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Grades K-2-Grade 2

Progress of grades K-2 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.

Information for use by teachers, principals, and other staff members in making promotion and retention decisions relative to **students in grades K through 2** grade 2 students will be **as listed.**

Minimum grades of 65 or better in language/reading and mathematics development.

Academic achievement and progress on the curriculum adopted by the District for second grade students.

A minimum of 2.9 on the STAR Reading Assessment.

A minimum of 65 on the district Unit assessments.

A minimum score of 1370 on Reading Classworks Benchmark Assessment

A minimum score of 1330 on Mathematics Classworks Benchmark Assessment

Grades 3 through 6

Individual progress of students in grades 3 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.

Information for use by teachers, principals, and other school staff members in making promotion and retention decisions relative to students in grades 3 through 6 will be as listed:

- Academic achievement and progress on the curriculum adopted by the District for students in grades 3 through 6. The academic achievement and progress shall be reflected by a minimum grade average of 65 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 3 through 6.~~

~~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.~~

Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in

reading on the established state-wide assessment for 3rd grade will not be promoted to 4th grade unless the student qualifies for a good cause exemption.

Grades 7 and 8:

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. 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 65 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.~~

~~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.~~

~~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.~~

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

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

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

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

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

Students Not Meeting Promotion Requirements

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. Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state-wide assessment for 3rd grade will not be promoted to 4th grade unless the student qualifies for a good cause exemption.

Accelerated Placement

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

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.

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

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

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:

- 4.1. 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

- 4.2. 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

- 4.3. 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. 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.

Adopted Date: 7/27/2010

Approved/Revised Date: