

PROMOTION, PLACEMENT AND RETENTION

Date: May 8, 2017

I. Purpose

Each principal shall annually notify parents that the promotion, placement or retention of a student is based upon the criteria established by the Lee County School System. The standards shall be supported with accelerated, additional or differentiated instruction.

II. Definitions

Accelerated Instruction

Accelerated instruction involves challenging instructional activities that are intensely focused on student academic deficiencies in ELA (reading, language, writing and speaking) and/or mathematics. This accelerated instruction is designed to enable a student who has not achieved grade level, to meet grade-level standards in the shortest possible time.

Additional Instruction

Academic instruction beyond regularly scheduled academic classes that is designed to bring students not performing on grade level, to grade level performance. This may include more instructional time allocated during the school day, instruction before and after the school day, Saturday instruction and/or summer/ intersession instruction.

Differentiated Instruction

Differentiated instructional strategies are designed to meet individual student learning needs.

ELA

The portion of the Georgia curriculum that includes reading, language, writing and speaking.

Georgia Milestones EOG and EOC

The Georgia Milestones End-of-Grade (grades 3-8) and End-of-Course (grades 9-12) test measures students' academic growth over one academic year.

Grade Level

Grade level is the standard of performance as defined by SDOE.

GSE

GSE, Georgia Standards of Excellence, is the state curriculum for all schools.

IEP

IEP, Individualized Education Program

MTSS

Multi-Tiered Systems of Support is a framework that recognizes the joint influence of academic, social, and behavioral needs on a child's overall educational performance. MTSS is

aimed at addressing the needs of all learners, struggling through advanced, by providing a continuum of supports and interventions. RTI and PBIS are part of the Multi-Tiered Systems of Support.

PBIS

Positive Behavioral Interventions and Supports is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes.

Placement

Placement is the assignment of students to a specific grade level which will most likely provide the students with the instruction and other services necessary to progress to the next higher level of academic achievement.

Placement Committee

The placement committee is established by the local school principal to make placement decisions concerning a student who does not meet established criteria to be considered on grade level. The committee shall be comprised of the principal, student's parents or guardian and teacher(s) in the content area(s) in which the student did not achieve grade level.

Promotion

Promotion is the assignment to the next higher grade based upon a student's achievement of established criteria in the current grade level.

Response to Intervention (RTI)

A practice of academic and/or behavioral interventions designed to provide early, effective assistance to underperforming students. Researched-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. The student's response is used as feedback to more accurately target interventions. When students do not make progress, increasingly more individualized interventions are introduced.

Retention

The re-assignment of a student to the current grade level during the next year. Student's cumulative/permanent records must contain appropriate documentation of academic progress to assist school personnel in formulating decisions on the possible promotion, placement or retention of a student.

III. Promotion, Retention, Placement Requirements for Grades K-8

1. Local system requirements will be followed regarding assessment procedures and criteria used to determine the readiness of students for the next grade level. Multiple sources of data will be used to identify each student's strengths and weaknesses, determine the appropriate placement for each student, and to assist with the design of appropriate instructional programs and teaching methods.

2. Students shall be tested in accordance with requirements specified in State Board Rule 160-3-1-.07 Testing Programs – Student Assessment.
3. Each school principal shall distribute student data from the state adopted assessment to teachers prior to the close of each school year, pending availability. Each teacher shall use all available data to guide instructional planning for identified student academic performance.
4. Placement decisions will be made on an individual basis. If a student is retained, written documentation of evidence supporting the decision will be on file in the student’s permanent record.
5. The school principal or designee shall annually notify parent(s)/guardian(s) that promotion, placement, or retention of a student into a grade, class, or program will be based on the academic achievement of the student on the state adopted assessments and other locally established criteria. (See Section IV)
6. If placement or retention is recommended, the school principal or designee will make every effort to consult with the child’s parent(s) or guardian(s). The school principal will have the final authority regarding placement and retention decisions which will be decided after review of supporting academic documentation. School level promotion and retention decisions shall be final and not subject to further appeal, unless insufficient evidence exists for the child to be retained. Such an appeal would be made by the parent or guardian to the Superintendent or his designee.
7. The student’s parent(s)/guardian(s) will be notified of the final placement decision.
8. Retained students shall be a part of an intervention process, which should include: identification, assessment, analysis of results, intervention strategies, parental notification and progress monitoring.
9. Special education students shall meet criteria for promotion, placement or retention as established in their Individualized Education Program(IEP).
10. For students receiving special education or related services, the IEP Committee shall serve as the placement committee.
11. The decision of the IEP placement committee is final and not subject to further appeals.

IV. Local Promotion Criteria K-12

I. Students in grades K-2 must meet the following criteria

A. K to 1st grade:

1. Mastery of the GSE Priority Standards and the Georgia Kindergarten Inventory Developing Skills (GKIDS)/ for language arts.
2. Mastery of the GSE Priority Standards and the Georgia Kindergarten Inventory Developing Skills (GKIDS)/ for mathematics.
3. Meet all attendance requirements
4. Teacher recommendation
5. In general, no student should be retained without being a part of an intervention process, which may include: identification, assessment, analysis of results, intervention strategies, parental notification and progress monitoring

- B. 1st grade to 2nd grade:
 - 1. Mastery of the GSE Priority Standards for language arts.
 - 2. Mastery of GSE Priority Standards for mathematics.
 - 3. Meet all attendance requirements
 - 4. Teacher recommendation
 - 5. Previous MTSS should be considered

- C. 2nd grade to 3rd grade:
 - 1. Mastery of the GSE Priority Standards and for language arts.
 - 2. Mastery of the GSE Priority Standards for mathematics
 - 3. Meet all attendance requirements
 - 4. Teacher recommendation
 - 5. Previous MTSS should be considered

II. Students in grades 3-5 must meet the following criteria

- A. 3rd grade to 4th grade:
 - 1. Pass ELA and mathematics, plus one additional academic courses (science or social studies) with an average of 70 or higher in each course
 - 2. Meet all attendance requirements
 - 3. Earn at/or above grade level designation in reading as determined on the state-adopted assessment in ELA.
 - 4. Previous MTSS should be considered

- B. 4th grade to 5th grade:
 - 1. Pass ELA and mathematics, plus one additional academic courses (science or social studies) with an average of 70 or higher in each course
 - 2. Meet all attendance requirements
 - 3. Previous MTSS should be considered

- C. 5th grade to 6th grade:
 - 1. Pass ELA and mathematics, plus one additional academic courses (science or social studies) with an average of 70 or higher in each course
 - 2. Meet all attendance requirements
 - 3. Earn at/or above grade level designation in reading as determined on the state-adopted assessment in ELA.
 - 4. Score at the developing learner achievement level or above in mathematics as determined on the state-adopted assessment in mathematics
 - 5. Previous MTSS should be considered

III. Students in grades 6-8 must meet the following criteria

- A. 6th grade to 7th grade:
 - 1. Pass mathematics, ELA, and one additional academic course (science

- or social studies) and at least one connection/exploratory course rotation with an average of 70
 - 2. Meet all attendance requirements
 - 3. Previous MTSS should be considered
- B. 7th grade to 8th grade:
 - 1. Pass mathematics, ELA, and one additional academic course (science or social studies) and at least one connection/exploratory course rotation with an average of 70
 - 2. Meet all attendance requirements
 - 3. Previous MTSS should be considered
- C. 8th grade to 9th grade:
 - 1. Pass mathematics, ELA, and one additional academic course (science or social studies) and at least one connection/exploratory course rotation with an average of 70
 - 2. Meet all attendance requirements
 - 3. Earn at/or above grade level designation in reading as determined on the state-adopted assessment in ELA.
 - 4. Score at the developing learner achievement level or above in mathematics as determined on the state-adopted assessment in mathematics
 - 5. Previous MTSS should be considered as determined on the state adopted assessment in math

IV. Students in grades 9-12 must meet the following criteria

Students in grades 9-12 must be on track for graduation to be promoted to the next grade. Promotion is determined by the total number of unit credits earned by the student prior to the beginning of each school year. Students shall be informed of the number of units required for promotion or graduation through information contained in the student handbook or disseminated through the annual registration process. **Refer to LCSS Board Policy *IHF Graduation Requirements*.**

V. SUPPORT STANDARDS

- A. Teachers shall use available student achievement data to focus instruction on identified academic needs.
- B. For each student who does not achieve grade level on ELA and/or mathematics level work, principals shall ensure that appropriate classroom and school-wide interventions are in place through MTSS. The student's progress shall be monitored, supported, and documented by appropriate data collection. Students who do not make sufficient progress as evidenced by that documentation shall be referred to a Student Support Team (SST) established by the principal of each school.

- C. The SST shall:
 - 1. determine whether each student shall be promoted, placed or retained for grades K-8 based on a review of the overall academic achievement of the student.
 - 2. develop an accelerated, additional or differentiated written instructional plan for each student is not achieving at grade level based on the overall achievement of the student.
 - 3. develop a written plan of continuous assessment during the subsequent school year in order to monitor the progress of the student.
 - 4. require successful completion of program prior to being promoted or placed to the next grade level.
 - 5. develop a written plan to regularly communicate to parents' student progress toward achieving goals.

VI. PARENT NOTIFICATION REQUIREMENTS

- A. The school principal or designee shall document communication to the parent or guardian:
 - 1. when a student is in danger of failing a course.
 - 2. the availability of appropriate assistance.
 - 3. the process through which a parent or guardian should follow to obtain a conference.