

## **PROMOTION, RETENTION AND ACCELERATION OF STUDENTS**

The intent of these regulations is to align administrative procedures with the Board of Education policy IKE Promotion, Retention and Acceleration of Students.

### **Scope**

The evaluation of student achievement and progress is based on individual performance in comparison with individual expectancy. Therefore, student grade placement should not be based on a comparison of achievement or growth with the average or median of the class. When retention is being considered, a review of a student's current academic, personal and social development is required. It is highly recommended that alternatives to retention be considered and that a student not be retained more than once. The classroom teacher is qualified to interpret the achievement of a student and must be included in the retention process.

Grade skipping is only one form of acceleration and should be undertaken with careful deliberation and long-term educational planning among families and school personnel. Research clearly establishes grade skipping as a beneficial intervention when recommended with appropriate evidence, process, input and future planning. Grade skipping is an appropriate intervention for highly gifted students whose needs cannot be met in classrooms with age-level peers. This intervention increases the motivation, engagement, appeal, and the interest of students who process information and ideas in significantly more complex and abstract ways, and at a faster pace than age-level peers.

### **Retention of Students - Elementary**

#### **Step One**

The principal will distribute the *Retention Study Sheet*, and *Parent Guide to Grade Retention* to the staff for the purpose of information gathering during the third quarter. Completed forms with academic records of achievement in the classroom, pertinent formal and informal testing information, progress reports to parent(s)/guardian, and support staff information are discussed to determine the potential benefits, if any, of retention.

As part of the ongoing communication with parent(s)/guardian and consistent with previous communications, the teacher will prepare the *Retention Study Sheet*, complete the *Light's Retention Scale*, contact parent(s)/guardian, and return recommendations to the principal by the end of the third quarter. For additional information, the principal, assistant principal, or parent(s)/guardian may also complete the *Light's Retention Scale*.

#### **Step Two**

The teacher will complete the Student Placement form and Student Goals form for each student being recommended for retention no later than the end of the fourth week of the fourth quarter.

The teacher and principal will hold a conference with parent(s)/guardian to discuss concerns, rationale for the retention recommendation, and possible negative long-term effects. After the parent/guardian conference, the parent/guardian will sign the *Student Placement Form*, will be offered the opportunity for written comments, and be provided with copies. Copies of all forms will be filed in the student' file.

#### **Step Three**

The *Building Retention Report* will be completed listing names of students being retained in alphabetical order by grade level beginning with Kindergarten. The report will be used for the year-end Board of Education report of retained students. The principal will review the *Building Retention Report* for accuracy. One copy will be sent to the Executive Director of School Leadership along with copies of all forms used for students whose names appear on the building report. A copy of the building reports and copies of all data will be kept for building files.

## **Replacement Procedures**

In the rare event that a student's grade placement is changed during the school year, all procedures will be followed as outlined above. The timelines and due dates will be adjusted appropriately.

## **Promotion, Retention, and Acceleration – Middle**

### Performance Requirements for Promotion

Students are required to meet or exceed the proficient level of performance in reading, writing, and mathematics for promotion from fifth to sixth grade, and reading, writing, mathematics, and science for promotion from eighth to ninth grade.

As an alternative to the retention of students who do not meet the performance requirements for promotion, an *Remedial Learning Plan* must be developed which defines some form of specialized programming to help the student achieve a proficient level of performance. The *Remedial Learning Plan* may include remedial summer school. A team comprised of staff members, parents and the student when appropriate, will develop the *Remedial Learning Plan*.

The building principal or designee for a special education student may waive these performance requirements, after consideration of his/her *Individualized Educational Plan*. Other circumstances, which require special consideration such as health situations, emergencies and conditions, which are beyond the student's ability to control, may also be the basis for granting of a waiver.

### Students at Risk of Not Meeting Performance Requirements

Students who are at risk of not meeting performance requirements will be identified as early as possible. Teachers will counsel with parents to provide information on programs, which are available to assist the student, such as summer school, special programs, and tutoring. Parents will work with the teacher and school personnel to support the student in meeting required proficiency levels. Teachers will keep parents apprised of student progress.

### Decisions Regarding Promotion, Retention and Acceleration

Decisions regarding the promotion, retention, or acceleration of a student are the responsibility of the principal. These decisions will be made after considering all pertinent information from a variety of sources including, but not limited to information from parents, administration, teachers or counselors, and other appropriate staff. It shall be the responsibility of the principal or his/her designee to make the final decision based upon information presented, and to file the appropriate documentation in the student's cumulative folder. An appeal of decisions should be directed to the appropriate Executive Director of School Leadership.

The *Building Retention Report* will be completed listing names of students being retained in alphabetical order by grade level beginning with Kindergarten. The report will be used for the year-end Board of Education report of retained students. The principal will review the *Building Retention Report* for accuracy. One copy will be sent to the Executive Director of School Leadership along with copies of all forms used for students whose names appear on the building report. A copy of the building reports and copies of all data will be kept for building files.

## **Appeal procedure**

The parent/guardian is to contact the District 11 Executive Director of School Leadership or put their appeal in writing to the Division of Instruction, 1115 North El Paso Street, Colorado Springs, CO 80903, for an appeals hearing.

## **High School**

A typical high school student will progress from grade to grade each year, earning 9 to 11 credits each year.