

# Dublin City Schools

**Administrative Regulation**

**Descriptor Code: IHE**

## Promotion & Retention

### **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 Governor's Office of Student Achievement, to meet grade-level standards in a compacted period of time.

(b)**Additional instruction** - academic instruction beyond regularly scheduled academic classes designed to bring students not performing on grade level, as defined by the Governor's 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 Governor's Office of Student Achievement, on a Criterion-Referenced Competency Test.

(e)**Placement** - the assignment of a student to a specific grade level based on the determination that such placement

## Dublin City Schools

will most likely provide the student with instruction and other services needed to succeed and progress to the next higher level or academic achievement.

(f)**Placement committee** - the committee established by the local school principal or designee to make placement decisions concerning a student who does not meet expectations on the state -adopted assessment. This committee shall be comprised of the principal or designee, the student's parent or guardian, and the teacher(s) in the content area(s) in which the student did not achieve grade level on the state assessment.

(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.

### **PROMOTION STANDARDS AND CRITERIA**

The Dublin City Schools maintain high academic expectations for all students and believe that staff, students, parents, and the community share the responsibility for continuous growth in student achievement/accountability. Moreover, it is the philosophy of the Dublin City Schools to provide a quality education for each child based on academic progress and mastery of skills. In order to assure the attainment of minimum standards, local and state criteria have been developed to provide the basis for promotion from one grade to the next. Requirements for promotion shall be supported by

## Dublin City Schools

early and continuous assistance to students who are not performing at a proficient level.

Placement decisions shall be made on an individual basis. Written documentation of evidence (Student Support Team minutes, Individual Educational Plan, and 504, Testing Participation Committee, (ELL) etc.) which supports the promotion/retention decision shall be on file in the student's permanent record with the exception of students with disabilities. Each disabled student's record will be maintained in the special education file to ensure compliance with the Family Educational Rights and Privacy Act (FERPA). Information obtained from the Georgia Kindergarten Inventory of Developing Skills Program, state assessments, and report cards shall be used as part of the required written documentation for promotion/retention decisions.

In addition, the local school system may administratively place in any grade an English Language Learner (ELL) as defined in 160-3-1-.07 whose inability to meet promotion requirements is determined to be due to a lack of English Language skills, rather than a lack of academic skills. The Testing Participation Committee at each school shall serve as the governing body for decisions about the placement of ELL students.

Parents of potential retainees shall be notified in writing at the time the student's progress indicates that promotion may be in question. This notification may be done at any time, but is required by the end of the second grading period.

The principal, upon the recommendation of teachers and in

# Dublin City Schools

accordance with state law and local board of education, shall determine whether a student is promoted or retained in a particular grade. In regards to students with disabilities, the IEP Placement Committee will make the decision about promotion and retention.

## **Promotion Criteria**

### **Local Requirements for Grades K-8**

Progress toward reaching the required local and state criteria will be continuously monitored at each grade level throughout the year. Students are expected to meet the following local criteria in order to be considered for promotion to the next grade.

#### Grades K-1

A. At the end of the school year, students in Kindergarten and grade one should demonstrate mastery of state standards in reading and math.

B. Mastery of these skills will be measured by teacher assessments, Dublin City Promotion /Retention Rubrics to include local and state assessments.

C. Satisfactory progress will be determined by students' yearly average (C or better) and a proficiency score on required state assessments:

#### Grades 2-3

## Dublin City Schools

A. At the end of the school year, students in grades two and three should demonstrate mastery of state standards in reading, language arts, math, science, social studies.

B. In order to be promoted, each student must demonstrate satisfactory classroom performance reading, language arts, math, and science or social studies. A yearly average of 70 constitutes satisfactory performance.

C. In addition, students must demonstrate mastery of skills based on the local promotion rubrics and score at the developing learner level on the state assessment in reading, language arts, math, science or social studies.

### Grades 4-5

A. Students in grades four and five should demonstrate mastery of state standards in reading, language arts, math, science and social studies.

B. In order to be promoted, each student must demonstrate satisfactory classroom performance in reading, language arts, math, science, and social studies. A yearly average of 70 constitutes satisfactory performance.

C. In addition, students must demonstrate mastery of skills based on the local promotion rubrics and score at the developing level on the state assessment in all core content.

# Dublin City Schools

## Grades 6-8

A. At the end of the school year, students in grades six, seven, and eight should demonstrate satisfactory progress in all of the core academic subjects and connection classes.

B. In order to be promoted, each student must demonstrate satisfactory classroom performance in reading, language arts, math, science, and social studies. A yearly average of 70 constitutes satisfactory performance.

C. In addition, students must demonstrate mastery of skills based on the local promotion rubrics and score at the developing learner level on the state assessment in all core content.

The Dublin City Board Education prohibits the practice of retaining students in grades 6-8 for athletic purposes.

## Grades 9-12

The following units must be earned for class placement. Grade placement is made at the beginning of each academic year based on the number of units at that time.

- 9<sup>th</sup> to 10<sup>th</sup> Grade: Students must earn a minimum of 6 units
- 10<sup>th</sup> to 11<sup>th</sup> grade Student must earn a minimum of 12 units
- 11<sup>th</sup> to 12<sup>th</sup> Grade: Student must earn a minimum of 18 units
- 12<sup>th</sup> Grade (Graduate) Students must earn a minimum of

## Dublin City Schools

27 units and meet all local and state criteria to be eligible for Graduation.

### **Procedures for Use of Assessment Data**

A. Each school principal shall distribute student data from the state-adopted assessment to teachers prior to the beginning of each school year. Each teacher shall use data to focus instruction on identified student academic performance in grades 1-8.

B. Each school principal shall establish a student support team for any student in grades 1, 2, 4, 6, and 7 who does not achieve grade level on the reading and/or mathematics sections of the state-adopted assessment. It shall be the responsibility of this committee to:

1. Determine whether each student shall be retained or promoted based on a review of the overall academic achievement of the student, as well as, the student's state assessment performance.
2. Develop an accelerated, differentiated, or additional instruction plan for each student who does not achieve grade level on the reading and/or mathematics sections of the state assessment and;
3. Develop a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student.

## Dublin City Schools

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 or designee shall annually notify parents or guardians that placement or promotion of a student into a grade, class, or program will be based on the academic achievement of the student on criterion-referenced assessments and other criteria established in this policy.

### **State Requirements for Grades 3, 5, & 8**

A. Promotion of a student shall be determined as follows:

1. No third grade student shall be promoted to the fourth grade if the student does not achieve grade level on the state-adopted assessment in reading and meet promotion criteria established in this policy for the school that the student attends.

2. No fifth grade student shall be promoted to the sixth grade if the student does not achieve grade level on the state-adopted assessment in reading and in mathematics and meet promotion criteria established in this policy for the school that the student attends.

3. No eighth grade student shall be promoted to the ninth grade if the student does not achieve grade level on the state-adopted assessment in reading and in mathematics and meet promotion criteria established in this policy for the school that



## Dublin City Schools

the student attends.

4. The school principal or designee may retain a student who performs satisfactorily on the state-adopted assessment but who does not meet promotion criteria established in this policy.

B. When a student does not perform at grade level in grades 3, 5, or 8 on the state-adopted competency test(s) specified in section (a) above, then the following shall occur:

1. Within ten calendar days, excluding weekends and holidays, of receipt of the individual student test scores, the school principal or designee shall notify in writing by first-class mail the parent or guardian of the student regarding the following:

(i) The student's below-grade-level performance on the state-adopted competency test;

(ii) The specific retest(s) to be given the student and testing date(s);

(iii) The opportunity for accelerated, differentiated, or additional instruction based on the student's performance on the state assessment and

(iv) 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

## Dublin City Schools

subject(s) prior to the retesting opportunity; and

3. The student shall be retested with appropriate section(s) of the stated assessment(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.

C. When a student does not perform at grade level on the state assessment in grades 3, 5, and 8, and also does not perform at grade level on a second opportunity to take the assessment, then the following shall occur:

1. The school principal or designee shall retain the student for the next school year except as otherwise provided for in this policy.

2. The school principal or designee 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.

i. The notice shall describe the option of the parent or guardian or teacher to appeal the decision to retain the student;

ii. The notice shall describe the composition and functions of the placement committee;

iii. The notice shall include the requirement that the decision to promote the student must be the unanimous decision of the placement committee comprised of the parent or guardian, teacher(s), and principal or designee.

# Dublin City Schools

## 3. Appeal Process

If the parent or guardian or teacher(s) appeals the decision to retain the student, the school principal or designee shall establish a placement committee to consider the appeal.

- i. The placement committee shall be comprised of the principal or designee, the student's parent or guardian, and the teacher(s) of the subject(s) of the state-adopted assessment or the alternative assessment instrument on which the student failed to perform at grade level.
- ii. The principal or designee 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.
- iii. The placement committee shall review the overall academic achievement of the student in light of the performance on the state-adopted assessment or the alternative assessment instrument and promotion criteria established in this policy for the school that the student attends, and make a determination to promote or retain.
- iv. The decision to promote must be the unanimous decision of the placement committee and must determine that if promoted 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.
- v. The placement committee shall prescribe such additional

## Dublin City Schools

assessments as may be appropriate in addition to assessments administered to other students at the grade level during the year.

vi. The placement committee shall provide for a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student.

4. A plan for accelerated, differentiated, or additional instruction must be developed for each student who does not achieve grade level performance in grades 3, 5, or 8 on the state-adopted assessment whether the student is retained, placed, or promoted for the subsequent year.

5. A student who is absent or otherwise unable to take the state-adopted assessment in reading and/or mathematics on the first administration or its designated make-up days(s) shall take the state-adopted assessment 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 Local Board of Education.

Placement or promotion of these students shall follow the same procedures as students who do not achieve grade level on the first administration of the assessment.

6. A student's failure to take the state-adopted assessment in grades 3, 5, and 8 in reading and/or mathematics on any of the designated testing dates(s) or an alternative assessment instrument that is appropriate for the student's grade level as

## **Dublin City Schools**

provided for by the State Board of Education and the Local Board of Education shall result in the student being retained.

7. For students receiving special education or related services, the Individualized Education Plan Committee shall serve as the placement committee.
  
8. Appeals of promotion/retention decisions are not allowed beyond the school level.