

ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(REGULATION)

Students will be promoted on the basis on the standards of mastery as stated in Board policy EIE(LOCAL).

Core Beliefs

Highland Park ISD has the following core beliefs regarding promotion and retention:

1. A preponderance of research indicates that retention is not an effective strategy for improving student achievement and most students benefit instead from promotion.
2. Development and achievement will differ among students of the same age and same grade.
3. Instructional adjustments are preferable to retention.
4. The District will not support retention based on developmental and social factors alone.
5. Retention will only be used when the evidence is compelling that the student will benefit academically and socially.
6. Each student must be considered individually.

Process

If a student is being considered for retention or placement, these procedures are recommended:

District-Initiated
Request

1. Rule out health-related issues such as vision or hearing as a cause impacting student performance.
2. Conduct a parent-teacher conference during the first or second nine-week grading period to discuss the student's performance below grade level.
3. Continue to keep parents informed about the student's level of achievement through communications such as phone calls, emails, progress reports, report cards, and teacher-parent conferences.
4. Schedule, or attempt at least two times to schedule, a parent-conference with a parent, teacher and administrator by the end of the third nine-week grading period to discuss the possibility of retention or placement.
5. Provide parents with Board policies EIE regarding promotion and retention as well as information regarding the research about the effects of retention.
6. Provide the principal with the recommendation from the teachers preferably at least three weeks prior to the end of the school year.

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7. Following District guidelines, the final decision to retain, place, or promote rests with the principal unless otherwise required by law.

Parent-
Initiated Re-
quest

If the parent or guardian initiates a request for retention or placement, these procedures are recommended:

1. Provide parents with Board policies EIE regarding promotion and retention as well as information regarding the research about the effects of retention.
2. Ask the parent to complete the "Parent Retention Request Form" to submit to the campus principal.
3. Complete the "Promotion or Retention Checklist" to compile and review the factors to be evaluated by staff in the decision-making process.
4. Schedule, or attempt at least two times to schedule, a parent-conference with a parent, teacher and administrator to discuss the information and decision.
5. The final decision to retain, place, or promote rests with the principal unless otherwise required by law.

Transfer Student

Transfer students will initially be assigned in accordance with the recommendation of the previous school with the receiving campus having the option to reconsider the assignment within the first grading period. [See FD(LEGAL)]

If the parent disagrees with the transfer placement decision, the Parent-Initiated Request procedures will be followed.

Considerations

Areas to be considered in determining promotion, placement or retention may include achievement, chronological age, physical development, behavior, and language background. A retention scale may be used to assist campus staff in making the recommendation.

Report cards for kindergarten through grade eight will be marked at the end of the year to reflect that the student has been promoted to the next grade level or placed in the next grade level or retained in the same grade level for the next school year.

If the parent disagrees with the school's decision, the parent may write a letter to insert into the student's cumulative folder.