

# PROMOTION/RETENTION ADMINISTRATIVE REGULATIONS

## **Promotion in Kindergarten**

Students who have completed one year of kindergarten shall be admitted to first grade.

## **Retention in Kindergarten**

Under current Philadelphia and State guidelines students in Kindergarten cannot be retained unless the parent/guardian and the Administrative Team agree that the student shall be retained in kindergarten for one additional school year.

Whenever the administrative team and the teachers decide that it is in the best interest of the child's academic and social development to be retained a meeting with the parent/guardian must occur. During the meeting the parent is presented with their options and provided with details about why ICS West thinks that retention would benefit the student. The Principal will secure an agreement, signed by the parent/guardian, stating that the student shall either be promoted to first grade or retained in kindergarten.

## **Promotion at Other Grade Levels**

Students who have completed one year at a grade shall be promoted to next grade.

## **Retention at Other Grade Levels**

- 1<sup>st</sup> and 2<sup>nd</sup> Grade – shall be identified primarily on the basis of proficiency in reading and math.
- 3<sup>rd</sup> and 4<sup>th</sup> Grade - shall be identified primarily on the basis of proficiency in reading (Spanish and/or English), writing and math.
- Middle School – shall be identified primarily on the basis of proficiency in the core subjects: Math, ELA, Social Studies, Science, SLA

Students shall be identified on the basis of grades and other indicators of academic achievement.

Students who have not achieved proficiency in reading and mathematics during their primary grades K-3, as determined by ICS West, shall be afforded additional instructional opportunities through a grade level learning plan developed by ICS West. The plan will assist the student in acquiring knowledge and skills necessary to achieve at the proficient level. Local assessments to measure proficiency will be utilized. For grades K-3, scores on state-wide assessments should not be a factor in the retention/promotion identification process.

Students who have not achieved proficiency in reading and mathematics by the end of 5th grade, as determined on state assessments, shall be afforded instructional opportunities to develop knowledge and skills necessary to achieve the proficient level.

For all grades, when a student is identified as being “at risk” of retention, the Principal shall notify the student's parent/guardian as early in the school year as practical (usually letters are sent to parent by Mid-February). The student's parent/guardian shall be provided an opportunity to meet with teachers to discuss the reasons for possible retention.

After the identification process a plan for intervention must be established. If student has not been part of SST process teachers need to work with SST team to schedule one. After monitoring

progress of student for 2 months, teachers are again asked to provide updated retention list. **This final list is used by Administrative team to make final decisions about retention.**

If a student will be retained a written statement of retention will be provide to parents in May. Parents will have an opportunity to meet with administrative team and teacher to discuss retention and academic plan for next year. In addition, parents my request an appeal of retention. In this case a follow-up meeting with Principal and/or CEO must occur before retention decision is finalized.

## Promotion and Retention Procedures

### Four Phase System

- Phase I: Early Identification (Middle of 2<sup>nd</sup> Trimester)
  - Identify “possible” candidates for retention at the end of the school year.
    - Kindergarten (complete “at risk” form)
      - Student struggles academically (math and language arts)
      - Student struggles socially
      - Weakness in CARES
    - 1<sup>st</sup> and 2<sup>nd</sup> grade (complete “at risk” form)
      - Student struggles academically (math or language arts)
      - Student struggles socially
      - Weakness in CARES
      - ELL and IEP students can be identified as “at risk”, but support teacher must be in agreement
    - 3<sup>rd</sup> and 4<sup>th</sup> grade (complete “at risk” form)
      - Student struggles academically (math, reading, or writing)
      - Student struggles socially
      - Weakness in CARES
      - ELL and IEP students can be identified as “at risk”, but support teacher must be in agreement
    - 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade (complete Google.Doc form)
      - Student struggles academically in core subject
      - ELL and IEP students can be identified as “at risk”, but support teacher must be in agreement
  - Administrative Team meets to finalize “at risk” list considering:
    - Report Cards
    - Parent Communication/Involvement
    - Assessment Data
    - ELL Status
    - IEP Status
    - Prior retention
    - SST process
- □Phase II: Early Parent Notification (Middle of 2<sup>nd</sup> Trimester)
  - Notify parents/guardians of students who are “possible” candidates for retention
  - Refer identified students to the SST

- Complete SST Process for students who are identified and create intervention plan.
- Teachers meet with parents and review intervention plans, explain purposes, and share that identified students may be required to participate in a supplemental extended time intervention program (Summer School if available)
- **Phase III: SST Retention Referrals (Middle of 3rd Trimester)**
  - Assess progress of students in order to identify which students need to be further considered for retention.
  - Teachers complete Promotion and Retention Checklist
  - Complete SST process for students on the retention “at risk” list
- **Phase IV: Meeting Final Retention Criteria (3rd Trimester)**
  - Administrative Team Meeting to determine “final” retention list...Consider:
    - Performance is significantly below established target in at least two content areas
    - Evidence of insufficient academic growth
    - Evidence that promotion would benefit student academically and not harm socially
    - Age of student
    - Language proficiency (ELL Status)
    - Special Education (IEP or 504 Status)
    - Attendance Record
    - Previous grade retention
    - Transiency
  - If the Administrative Decision is to NOT RETAIN – Meet with teachers to explain reason for not retaining. Notify parents/guardians in writing of reasons for promotion, as well as recommendations for further interventions
    - Develop a Promotion Intervention Plan for next academic year
  - If the Administrative Decision is to RETAIN – Notify parents/guardians of retention decision in writing and offer opportunity to meet with Administrative team members and teacher about reasons for retention and additional recommendation for future interventions. Meeting with Kindergarten parents and documented parental agreement are required for every RETENTION.
    - Develop a Retention Intervention Plan for next academic year
  - **REMEMBER:**
    - Students in grades K-3 who do not achieve academic proficiency in reading and math, as determined by local assessment, must be given additional instructional opportunities through a grade level learning plan developed by ICS West to assist the student in acquiring the knowledge and skills necessary to achieve at the proficient level.
    - Students who are not proficient in reading and math by the end of 5th grade, as determined on state assessments, must be provided with additional instructional opportunities to develop knowledge and skills necessary to achieve the proficient level.