

# *Danville Public Schools*

## *Promotion and Retention Procedures*

Pupil promotion or retention is based on teacher evaluation of each pupil's achievement in terms of established district and state performance standards. The basis for making such determination should include teacher judgment based on daily performance, formal and informal assessments, mastery of Virginia Standards of Learning, and other objective data. The primary responsibility for determining grade placement for the next school year is that of the principal. The final authority for promotion or retention rests with the principal and the Superintendent or designee.

The Individualized Education Plan (IEP) committee will make the final recommendations regarding promotion, retention, and age-appropriate placement for students with an IEP. Academic, social, emotional, chronological age, and physiological factors should be considered in making the decision.

In all cases, promotion or retention decisions will be based on multiple criteria. Academics will be the primary factor with particular emphasis placed on the student's mastery of the Virginia Standards of Learning for the current grade level or course.

Decisions about promotion or retention of students are considered to be critically important and deserve careful deliberation by all parties involved. Parents are to be continually involved in the process.

## Promotion and Retention Guidelines Elementary (Grades K-5)

The Danville Public School System will provide quality educational services for students. The decision of promotion or retention should be based on what is best for the individual student. Principals will use their professional judgment in considering promotion or retention. When retention is being considered, a committee comprised of the grade-level teacher(s), guidance counselor, principal, and parents is required to meet before an official decision is made. A matrix containing the guidelines listed below will be used to support the school's decision and to communicate with parents. The final decision for retention rests with the principal and the Superintendent or designee.

### Promotion Retention Guidelines

1. Standards of Learning (SOL): The Standards of Learning are the core curriculum for the Commonwealth of Virginia. Students in grades K -5 must master the reading, math, science, and history and social science Standards of Learning.
2. State Testing: Students must earn a pass proficiency score on the reading and math Virginia SOL assessments administered in grades 3-5. Fifth grade students who fail the reading and/or math SOL assessment(s) must pass the locally created alternate assessment for the failed SOL assessment(s).
3. Report Card Grades: Failing or unsatisfactory grade performance in any of the four content areas is cause for consideration of retention. The four content areas are reading, math, science, and history and social science.
4. Attendance and Tardies: Students should be present each day. However, students who are absent ten or more days or have excessive tardies or check outs will be at risk for retention.
5. Reading on Grade Level: Students reading one or more years below grade level may be considered for retention based on local assessments and the Phonological Awareness Literacy Screening (PALS) assessment. Students reading below grade level should be identified and provided remedial reading services throughout the school year.
6. Other Factors: When considering promotion or retention, other factors should be considered. These factors include social maturity, emotional maturity, previous retentions, environmental factors, and physical maturity and development.

The Danville Public Schools will require students who do not master the reading and math Standards of Learning (SOL) objectives for the current grade level or course, to attend remediation sessions and/or intersessions. As required by the Virginia Board of Education, students in kindergarten through grade 8 will not be required to attend summer school solely based on failing a SOL test in science or history and social science. In reaching final decisions about promotion or retention, principals and teachers will take into account all of the promotion and retention guidelines.

## Promotion and Retention Guidelines Middle School (Grades 6 - 8)

Promotion and retention decisions are based on teacher judgment of student's daily performance, formal and informal assessments, mastery of the Virginia Standards of Learning, and other objective data. However, student mastery of the Virginia Standards of Learning is the primary basis for promotion or retention decisions. The final decision for retention rests with the principal and the Superintendent or designee.

The Danville Public Schools will require students who do not master the reading, math, science, and history and social science Standards of Learning (SOL) objectives for the current grade level or course, to attend summer school sessions, remediation sessions, and/or intersessions. Summer school instruction will be based on the Standards of Learning objectives not mastered by the individual student during the school year. As required by the Virginia Board of Education, students in kindergarten through grade 8 will not be required to attend summer school solely based on failing a SOL test in science or history and social science.

In reaching final decisions about promotion or retention, principals and teachers will take into account all of the promotion and retention guidelines, successful completion of summer school, or other individual assessment.

Attendance and Tardies: Students should be present each day. However, students who are absent ten or more days or have excessive tardies or check outs will be at risk for retention.

### Promotion Retention Guidelines

#### **GRADE 6**

Students in the sixth grade must pass all core classes (language arts, math, science, and US History I) and three SOL tests (reading, math, and US History I) or locally created alternate SOL assessment(s), to be promoted to the seventh grade.

#### **GRADE 7**

Students in the seventh grade must pass all core classes (language arts, math, science, and US History II) and three SOL tests (reading, math, and US History II) or locally created alternate SOL assessment(s), to be promoted to the eighth grade.

#### **GRADE 8**

Students in the eighth grade must pass all core classes (language arts, math, science, and civics and economics) and four SOL tests (reading, math, science, civics and economics) or locally created alternate SOL assessment(s), to be promoted to the ninth grade.

Any eighth grader who is promoted to ninth grade will participate in the end-of-the-year promotion exercise.

Prior to the end of the school year, the Intervention Committee will review the intervention program of the student who continues to be at risk for retention. Committee members will consider all aspects of each student's physical, emotional, social, and academic progress, with particular emphasis on meeting the Standards of Learning for the grade level. A parent conference should be held before retention is noted on the final report card.

## Grades K-8 Intervention Procedures

Students experiencing academic difficulty and at risk for retention are to be identified as early as possible within the first grading period of enrollment. After being identified, an intervention plan is to be developed to assist each student to meet division standards for promotion. The following intervention procedures are to be utilized prior to the retention of a K-8 student.

### **Intervention Procedures**

<b>Description</b>	<b>Timeline</b>
Teacher identifies students not demonstrating satisfactory achievement of the learning objectives identified in the core curriculum areas.	By the end of the first grading period of enrollment.
An Intervention Committee selected by the principal will meet and develop strategies to assist student mastery of needed skills. The Intervention Committee may consist of the following individuals: the principal(s), grade level or core area teacher, parent(s), other teachers or specialists, and guidance counselor.	<p>Within ten days after identification, a parent conference will be held and an intervention plan will be developed.</p> <p>Intervention strategies will include remediation sessions, tutoring, intersessions, and/or summer school.</p>
Intervention Plan is implemented and reviewed according to timelines designated in the plan. Review dates should correlate with the dates designated for interim reports and report cards.	Intervention Committee will meet as prescribed by the Intervention Plan.
Intervention Committee will reconvene for the student who is in need of additional assistance and if warranted, the student will be referred for a Child Study.	By the end of the first semester
Intervention Committee reconvenes for the student not demonstrating satisfactory achievement of the learning objectives identified in the core curriculum areas. If <b>retention</b> is being considered, the principal will send a written notice to the parent(s).	By the end of the third grading period
The final authority for promotion or retention rests with the principal and the Superintendent or designee. In grades 6-8, promotion or retention may be dependent on the student's academic achievement in summer school.	The principal will notify the parent(s) of any student being retained by mail prior to the issuing of the last report card.