

Promotion and Retention of Students

Elementary Grades K-5

1. Criteria

Deliberations and decisions concerning satisfactory student progress and/or retention will consider all dimensions of student development.

a. Academic

Teachers will annually evaluate student academic progress as satisfactory or insufficient with respect to the following measures:

- (1) Teacher observations;
- (2) Established and reliable measures of academic performance (reading, math and writing);
- (3) Progress toward content standards in each grade level as measured by grade level appropriate performance on work samples or by earning scores of meets/exceeds on Oregon Assessment of Knowledge and Skills (OAKS);
- (4) Informal classroom assessments;
- (5) Other measures considered reliable by the student assistance team which includes, but is not limited to, progress monitoring assessments, Retention/Promotion Checklist/Lights Retention scale or a similar tool.

b. Attendance

Students need to attend school regularly in order to be successful. A student's attendance record will be considered in promotion/retention decisions.

c. Other developmental factors

In addition to academic measures, promotion/retention decisions will be based on social, psychological, behavioral, emotional, language and physical development. Informal or formal assessment instruments may be used to assess development.

2. Procedures

The student assistance team (Assist Team) in consultation with parents will make recommendations about students who may be ineligible for promotion to the next grade. The Assist Team will review each referred student's current performance including the interventions that have been used to help

the student to be successful. The Assist team will make recommendations about assistive programs, alternative placement or retention. The principal will make the final decision about retention.

a. Developmentally Appropriate

Different students develop at different rates, times or stages. Retention for one student may not be appropriate for another student similarly situated. Therefore, retention decisions will be made on an individual, case-by-case basis.

b. Satisfactory Academic Progress

- (1) Elementary students need to make satisfactory academic progress during the school year. Classroom teachers will review each student's progress at the end of the first term and report to the principal and to the parents no later than winter break regarding those students not making satisfactory progress.
- (2) An Individualized Assistance Plan (IAP) will be developed by the classroom teacher(s), parents and appropriate specialists by end of January, to ensure that students receive appropriate support/intervention to make satisfactory progress.
- (3) The IAP will:
 - (a) Identify the skill or content area in which the student is not making satisfactory progress;
 - (b) Identify the evidence that suggests the student is not making satisfactory progress;
 - (c) Identify the assistive strategies designed to improve the skill or knowledge in a content area;
 - (d) Identify the responsibilities of each stakeholder. This will include, but not be limited to the classroom teacher, appropriate specialists, the parent and the child;
 - (e) Identify the resources necessary to implement the intervention;
 - (f) Identify the assessment criteria;
 - (g) Identify the time line for the plan.
- (4) IAP's will be monitored to determine if the students are making satisfactory progress. Students who are not making satisfactory progress and who may be retained will be referred to the principal by spring break. The principal will convene the Assist team, include parent consultation, to review the student's IAP and make changes as appropriate. The Assist team review report will include, at a minimum, any changes in the IAP and identification of what is required of the student, parents and teacher in order for the student to be promoted to the next grade. The Assist team review will be completed by first week of May.
- (5) Parents will be notified by the principal no later than third week of May if the preliminary review interventions have not been effective and that a final review will be held. The Assistance team, by consensus will recommend promotion or retention to the principal. If there is no consensus, the principal will make the final determination. In all cases the final decision rests with the principal and a notice of retention will be sent to the parents.
- (6) Retention will be considered as the option of the last resort. The Assist Team will take all factors into consideration, including the cooperation of the student and parents in

working through various interventions during the school year the focus of retention will be to allow the student additional and/or different opportunities to learn the skills necessary for promotion.

- c. Retention for Students Receiving Support Services (IEP's, 504 Plans, and ELL's English Language Learners)

Students identified in these categories are expected to demonstrate satisfactory progress toward objectives identified in their specific plans. The IEP's and the 504 plans designate the modifications and accommodations needed for success in the classroom. Students should therefore progress when these modifications and accommodations are in place. IEP's further specify the goals the student is focusing on with specialized instruction. Satisfactory academic progress for IEP and 504 students should be measured according to the plan, and consideration for retention should be implemented if adequate progress is not demonstrated based on the plan. The recommendation will be made by the IEP or 504 teams.

Satisfactory academic progress for an ELL student includes consideration of language acquisition level as well as consistent effort toward meeting identified classroom expectations in order to ensure that the proposed retention is not due to the student's limited English proficiency. If there is the potential for retention of ELL students the ELL program coordinator will be included in the decision making process.

Middle School

1. Criteria

Middle school students are expected to meet the following minimum standards to be eligible to be promoted to the next grade:

a. Academic Performance

- (1) Grades - Students will achieve passing grades in all core classes at the end of each academic grading period;
- (2) Test Scores – Progress towards meeting or exceeding content standards proficiency as demonstrated on state assessments (OAKS) in reading, math, writing and science; or
- (3) Work Samples – Progress towards content standards on work samples in the areas of reading, writing, speaking, science and social studies would indicate an ability to be successful at the next grade level.

b. Attendance

Middle school students are expected to attend all classes every day that school is in session. In the event of an absence, the student will be required to make up missed work. While attendance per se will not result in retention, failure to make appropriate academic progress as a result of excessive absences may result in retention.

- c. School staff may consider an exception to any of the above due to extenuating circumstances.

2. Interventions

A variety of interventions will be made available to students who are at risk of not meeting the promotion criteria. The middle school will create an Individual Assistance Plan (IAP) for these students beginning with 6th grade students. These plans will ensure that students are given the opportunity to take advantage of support to meet the promotion criteria. The plan will outline how students at risk of not meeting the goal of promotion will be monitored. The plan will also outline additional assistance and opportunities for students to improve their performance. In addition, teachers will be required to notify parents whenever a student is in danger of failing a given course.

Student Interventions may include, but are not limited to the following:

- a. Student conference with principal or designee to review performance and IAP;
- b. Parent communication from school, either by letter or phone, to discuss student performance;
- c. Parent and student conference to discuss progress;
- d. Available assistive programs;
- e. Conferences will be held with families of students who have excessive absences. For students with chronic attendance issues, referral to the county attendance officer;
- f. Referral to special education assistance team, English as a Second language, Student Assistance Team.

3. Promotion Review Teams

Each middle school will establish a Promotion Review Team for the purpose of making recommendations about students who may be ineligible for promotion to the next grade. The Promotion Review Team should consist of an administrator, counselor, teacher, parent, and any other person appointed by the principal. It will be the decision of the principal on whether the student will attend the conference. The team will review those students who have not met the minimum criteria for promotion as stated in Criteria 1.

The Promotion Review Team will make recommendations about promotion or retention. The principal will make the final decision about retention and will notify parents by letter.

4. Recommendations for Middle School Students Failing to meet Promotion

a. Retention

Retention will be considered as the option of the last resort for eighth graders. The Promotion Review Team will take all factors into consideration, including the cooperation of the student in working through various interventions during the school year. The focus of retention will be to allow the student another chance to learn the necessary for advancement.

b. Alternative School Placement

If interventions, assistive school programs, and retention are not successful, or are determined not to be appropriate by the Promotion Review Team, as an alternative school placement or

other options available may be considered. For social and emotional reasons it may not be appropriate for every student to remain on a traditional school campus.

5. Academic Improvement Calendar

Date	Action
By end of First Term (By Winter Break)	Conference with parents if lack of academic achievement; refer to “criteria”.
End of January	Letter sent to parents of students at risk; Review of IAP.
End of February	Review of IAP, revisions as needed.
March	Conference with parents and students; Warning letter sent stating the possibility of retention if improvement is not met.
First week of May	Student Assistant/Counselor Teams meet to review at-Risk students.
Third week of May	Principal sends letter to parent/guardians notifying them of the team’s recommendation. Students may remain on Individual Academic Plan for the following year if they are promoted due to progress and improvement on an IAP the prior to their final year of grade school.

High School

1. Criteria

Promotion at Warrenton High School is based upon credits earned by the individual students. At each grade level there are specific courses, or categories of courses that students are required to take. Students must accumulate the following credits for the following classifications:

A freshman must earn	5 credits to become a sophomore;
A sophomore must earn	10 credits to become a junior;
A junior must earn	16 credits to become a senior;
A senior must earn	25 credits to graduate.

2. Students with Disabilities

The criteria used to determine promotion shall apply to students with disabilities unless the Individual Education Plan (IEP) contains modification to the designated requirement and other educational criteria are used to determine placement.

3. English to Speakers of Other Languages

Limited English Proficient (LEP) elementary and secondary students receiving English to Speakers of Other Languages (ESOL) instruction must meet the District's promotion standards. Retention decisions must be based on multiple measures, not only assessments in English. The LEP student's English language proficiency must be considered when recommendation for retention is made in order to ensure that the proposed retention is not due to the student's limited English proficiency.

The Appeal Process

Appeals can be made when parents request promotion that is contrary to the principal's decision. The parent makes a written appeal of the promotion decision to the superintendent no later than ten business days after the student's last day of school.

The superintendent reviews documentation and makes a decision regarding the appeal. Parent is notified of the superintendent's decision. The superintendent's decision is final.