

Book	Board of Education Policy Manual
Section	I. Instructional Program
Title	Promotion and Retention
Number	IHE
Status	Active
Legal	O.C.G.A. § 20-2-240; §20-2-282; §20-2-283; §20-2-284; State Board Rule 160-4-2-.11
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The Board of Education of the City of Marietta believes that education is a shared responsibility of school, home, and community. Each student must be accepted on the level at which he/she is functioning and should be challenged to move through the curriculum at a rate commensurate with the student's total capabilities. It is the responsibility of each school to offer every student an appropriate education by teaching basic academic skills as well as assisting each student to grow in the development of self-direction and self-evaluation. Retention of students for athletic purposes is prohibited.

The Executive Director for Instruction will oversee the effective district-wide implementation of the policy and administrative procedures regarding promotion and retention. Recommendations concerning instructional placement and progress of students will be provided by the local school teacher and other professional staff directly involved with the student. The final decision concerning promotion and retention, however, rests with the principal.

Promotion Criteria for Students in Grades K-8

A student shall be promoted when in the professional judgment of the teacher, the principal and other school staff the student has successfully met instructional level standards for the grade level in which he/she is currently placed based on the following criteria:

- Mastery of state adopted grade level curriculum
- Overall classroom performance and participation
- Performance on state mandated curriculum tests and other standardized test data, as appropriate

Middle school students in grades 6, 7 and 8 must have a passing grade in reading/language arts, mathematics, social studies and science. Any student who receives an average for both semesters of 69 and below shall fail the subject for the year. Students who are not promoted may be promoted by appeals committee decision to the next grade or retained in the same grade.

The following should also be considered by the professional school staff in determining promotion or retention of a student:

- Previous interventions, including retentions
- Age and level of social and emotional maturity
- Regular school attendance

Number of Times Retained in Grades K-8

A student shall not be retained more than twice in grades K through 8, except with the approval of the Executive Director for Curriculum. In most cases, students who will be 13 years old on or before September 1 should not be retained in the elementary grades and students who will be 16 years old on or before September 1 should not be retained in the middle grades. Such placements should be made upon enrollment or before the start of the school year.

Promotion and Retention Requirements for Grades 3, 5, and 8 according to state law

The following sections have been established to address the requirements of the Georgia Academic Placement and Promotion Policy (O.C.G.A. § 20-2-282, 283, 284, and 285), and State Board Rule 160-4-2-.11. The State Board of Education must adopt a student assessment program in accordance with O.C.G.A. §20-2-281 (State Assessment). As of the 2014-2015 school year, Georgia Milestones Assessment System is the current State Assessment for the following guidelines.

Performance on First State Assessment Administration

On grade level performance in Reading is defined as “Grade Level or Above” performance on the “Reading and Vocabulary” domain category of the State Assessment.

On grade level performance in Mathematics is defined as an Achievement Level of “Developing Learner,” “Proficient Learner,” or “Distinguished Learner” on the Mathematics section of the State Assessment.

When a student does not perform at grade level on the State Assessment in grades 3 (Reading), 5 (Reading and Mathematics), or 8 (Reading and Mathematics), the following shall occur, provided that test score results and alternative assessments are available from the State in a timely fashion:

Within ten calendar days, excluding weekends and holidays, of receipt of the State Assessment individual scores, the school principal or designee shall notify in writing, by first-class mail, the parent(s)/guardian(s) of the student regarding the following:

- The student’s below-grade-level performance on the State Assessment reading and/or mathematics section(s);
- The specific retest(s) to be given to the student and the testing date(s);
- The opportunity for accelerated, differentiated, or additional instruction based on the student’s performance on the State Assessment ; and
- The possibility that the student might be retained at the same grade level for the next school year.

The student shall be given an opportunity for accelerated, differentiated, or additional instruction in the applicable subject(s) prior to the re-testing opportunity; and

The student shall be retested with the appropriate section(s) of the State Assessment or an alternative assessment instrument that is appropriate for the student as provided for by the State Board of Education.

Performance on Second State Assessment Administration

When a student does not perform at grade level on the specified State Assessment in grades 3, 5, and 8, and also does not perform at grade level on a second opportunity for assessment, then the following shall occur:

- The school principal or designee shall retain the student for the next school year except as otherwise provided for in this policy.
- The school principal or designee shall notify in writing, by first-class mail, the parent(s)/guardian(s) of the student and the teacher(s) of the subject(s) of the State Assessment or the alternative assessment instrument on which the student failed to perform at grade level regarding the decision to retain the student.
- The notice shall describe the option of the parent(s)/guardian(s) or teacher(s) to appeal the decision to retain the student;
- The notice shall describe the composition and functions of the appeals committee; it shall describe the option of the parent(s)/guardian(s), teachers(s), or principal to invite individuals who can provide information or facilitate understanding of the issues to be discussed to attend the placement committee meeting; and
- The notice shall include the requirement that the decision to promote or retain the student must be the unanimous decision of the appeals committee comprised of the parent(s)/guardian(s), teacher(s), and the principal or designee.

Appeal of Decision to Retain

If the parent(s)/guardian(s) or teacher(s) appeals the decision to retain the student, then the school principal or designee shall establish an appeals committee to consider the request.

The appeals committee shall be comprised of the principal or designee, the student’s parent(s)/guardian(s), and the teacher(s) of the subject(s) of the State Assessment or the alternative assessment instrument on which the student failed to perform at grade level. The principal or designee shall notify in writing, by first-class mail, the parent(s)/guardian(s) and teacher(s) of the time and place for convening the placement committee.

The appeals committee shall review the overall academic achievement of the student in light of the performance on the State Assessment or alternative assessment instrument and promotion standards and criteria established by the Marietta City Board of Education, and make a determination to promote or retain the student.

The decision to promote the student must be the unanimous decision of the appeals committee and must determine that if placed 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.

The appeals committee shall prescribe such additional assessments as may be appropriate in addition to assessments administered to other students at the grade level during the year.

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

Instructional Plan for Students Not Achieving Grade Level

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 Assessment specified in section above whether the student is retained or promoted by committee for the subsequent year.

A student who is absent or otherwise unable to take the State Assessment in reading and/or mathematics on the first administration or its designated make-up days(s) shall take the State Assessment in reading and/or mathematics on the second administration day(s) or an alternative assessment that is appropriate for the student's grade level as provided for by the State Board of Education and the Board of Education of the City of Marietta. Promotion of these students shall follow the same procedures as students who do not achieve grade level on the first administration of the assessment.

A student's failure to take the State Assessment in grades 3, 5, and 8 in reading and/or mathematics on any of the designated testing date(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 Board of Education of the City of Marietta may result in the student being retained. The option of the parent(s)/guardian(s) or teacher(s) to appeal the decision to retain the student shall follow the procedure set forth in this policy. For students receiving special education or related services, the Individual Education Program (IEP) Team shall serve as the placement committee to consider appeals.

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High School Promotion and Retention Procedures

Students in high school progress toward graduation on a course by course basis. Students shall take courses based upon academic performance, academic needs, graduation requirements and previous credits earned.

A student entering high school in Marietta City shall be assigned a graduation year. The graduation requirements in effect at the time of entrance should apply for the student's entire high school career.

Students shall stay with their entering class for all school activities including those related to courses for their freshman year only. Assignments beyond the freshman year will be determined by the number of credits earned by the student. That is, a student will remain a freshman until such time that he/she earns 6 credits to be a sophomore, 12 credits to be a junior and 18 credits to be a senior.

TOTAL UNITS REQUIRED	GRADE	ENGLISH-	MATH	SCIENCE	SOCIAL STUDIES
FOR PROMOTION		Required	Required	Required	Required
6	10TH	1	1		
12	11TH	2	2	1	1
18	12TH	3	2	2	2

Parent(s)/guardian(s) of students who are retained will be notified by first-class U.S. mail at the end of each year.

Students who do not complete high school within the traditional four years may be assigned to the open campus of the Performance Learning Center if this placement is deemed to be in the best interest of the student. The placement shall be determined during a conference including the student, parent(s)/guardian(s), and appropriate school staff.

At the end of the junior year, the high school will provide notification by first-class U.S. mail to the parent(s)/guardian(s) of any student who may not graduate the following year. Additional written notification will be provided at the end of the first semester of the student's senior year. Copies of the notification are kept in the counselor's office and sent to the student and parent(s)/guardian(s) of the student.

Additional Promotion Criteria

Promotion and Retention of Students with Disabilities

For students receiving special education or related services, the Individualized Education Plan Committee shall serve as the placement committee to consider appeals. The school principal or designee must be present at the IEP placement committee meeting in which promotion retention decisions are made (State Board Rule 160-4-2.11). Nothing in this policy shall infringe on any right provided to students with Individualized Education Programs pursuant to the federal Individuals with Disabilities Education Act, Section 504 of the federal Rehabilitation Act of 1972, or the federal Americans with Disabilities Act.

English Language Learners (ELL) – Grades K-8

After three years of service through the system's ESOL program, ELL students will be subject to all provisions of the Marietta City Schools Promotion Policy. ELL students, in their first three years, will be promoted/retained based on a recommendation from the state required Language Assessment Conference (LAC) Committee to the principal. The LAC recommendation is not a replacement for the promotion retention committee meeting.

Consideration for the level of student language acquisition or years of participation in the system's ESOL program does not apply to students affected by the state promotion, placement and retention rules for grades 3, 5, and 8.

Factors considered for promotion and retention of ELL students, excluding those in grades 3, 5, and 8 include the following: academic performance, ACCESS scores, State Assessment performance, formative assessments, attendance, age, and previous schooling.