



JSD Promotion, Acceleration, and Retention Regulations

Criteria for Promotion

- Students will be promoted to the next grade level if they are achieving at and/or above grade level expectations:
 - Mastery of grade level standards and content will be measured by Common Formative Assessments, Benchmark assessments, teacher assessments/observations, daily assignments –report card grades MUST reflect accurate measurement of student performance.
 - Achievement Level Scale
 - A = 90% - 100% (Advanced)
 - B = 80% - 89% (Proficient)
 - C = 70% -79% (Basic)
 - D = 69%% & 60% (Below Basic)
 - U = 59% and below (Unsatisfactory)

Remediation as a Condition of Promotion

- Academic interventions, as deemed appropriate, should be provided to students on an ongoing basis.
- Ensure that students are being taught at the optimal instructional level, one that challenges them, but provides enough success to keep these students confident and invested in learning.
- Identify strategies specifically designed to increase grade level proficiency based on the district's achievement level scale.
 - *Student growth plan in place progress monitoring bi-weekly*
 - Summer school enrollment required
 - Parents must be notified prior to 4th quarter progress reporting.

Note: Extended instructional opportunities should be different from and supplemental to regular classroom instruction, (small group instruction, one-on-one instruction, tutoring - after or before school).

Criteria for Grade Level/ Content Acceleration

- Grade Level Acceleration (Grades 1-12): The decision to accelerate a student for the following school year will be made only after careful consideration has been given with regard to:
 - the academic performance (*student must show 90% - 100% mastery on a competency-based assessment*),
 - *a writing portfolio that must include one published quality piece of writing that shows evidence of the writing process, and*
 - social-emotional best interests of the student.
- Teachers' request for student grade level acceleration is due by the end of the first semester of the current school year.

- If the principal agrees that a review for a grade-level promotion is appropriate, the principal will request a meeting with the teacher in January of the current year to review factors considered for grade level acceleration.

- A comprehensive data review of student's work will be held with the teacher, principal, counselor, and assistant superintendent in February of the current school year. The student must be Advanced in reading, language arts, and math for whole grade level acceleration. Content grade level acceleration will be considered for students who are advanced in one subject area.
- A final meeting with the teacher, principal and assistant superintendent to review factors considered regarding grade level placement will take place in April of the current year. The teacher will contact the parent for a meeting in April of the current year.

Criteria for Retention

Retention decisions shall consider the following for students in grades K-8:

1. Ability to perform at the expectations of the current grade-level standards
2. The student's age
3. Overall academic achievement level/potential: if applicable, state assessments and benchmark assessments
4. Previous grade level performance
5. Chances for success with more difficult material if promoted to the next grade
6. Number of absences/attendance record
7. Previous retention
8. Social and emotional maturity level
9. Benefits accomplished by retention
10. Retention decisions for students with disabilities shall comply with the student's IEP. The provisions of Special Education as they apply to promotion/retention shall be taken into consideration for any student who is covered by the provisions of the law.

Additional Guidelines for students grades K-5:

Section 167.645, RSMo of Senate Bill 681, states "At the beginning of the school year, each school district and charter school shall provide a reading success plan to any student who: (1) Exhibits a substantial deficiency in reading which creates a barrier to the child's progress learning to read. The identification of such deficiency may be based upon the most recent assessments or teacher observation; or (2) Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal diagnosis of dyslexia." This will be determined when a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension or overall Lexile level for the student's grade level. Additionally, if a student has been identified as having a substantial reading

deficiency at the end of third grade, the students’ parents or guardian and appropriate school staff shall discuss whether the student should be retained in grade level.

Additional Guidelines for students grades 7-8:

- Seventh and eighth grade students who successfully pass all core subjects – Communication Arts, Mathematics, Science, and Social Studies – will be unconditionally promoted to the next higher grade.
- Students who pass three of their four subjects will be conditionally promoted and advised to attend summer school or be tutored in the course failed.
- Students who pass only two of their core subjects will be required to attend and pass summer school in order to be conditionally promoted. All students conditionally promoted will be reevaluated after the first marking period by the guidance counselor, principal, the child’s teachers, and the parent(s).
- Students who pass only one or none of their core subjects, i.e. core subjects: Communication Arts, Social Studies, Mathematics, and Science will be **automatically retained**.

Grades 9 – 12

Grade level assigned upon completion of minimum credits.

- Freshman (9th grade): 0-6 credits:
To be promoted to the high school, eighth graders are required to pass four of the following five required courses: communication arts, mathematics, social studies, and science.
- Sophomore (10th grade):6-12.5 credits:
Students must have six credits to be assigned sophomore classification.
- Junior (11th grade):12.5-17 credits:
Students must have twelve and one half credits to be assigned junior classification.
- Senior (12th grade):17 + credits:
Students must have eighteen credits to be assigned senior classification.

High School Graduation Requirements

The state minimum high school graduation requirements comprise 24 units of credit that must be earned prior to graduation. The requirements are stated in terms of the number of units of credit that must be earned in each of several subject areas. To earn one unit of credit, a student must meet all the course requirements and earn a passing grade in a course that meets for at least 7,830 minutes a year. Half- and quarter-units of credit may be earned for courses meeting proportionately fewer minutes.

The requirements for graduation are as follows and are in accordance with the requirements established by the State Board of Education:

SUBJECT AREA

CREDITS

Communication Arts

4

- English 9.....1
- English 10.....1
- American Literature.....1
- English IV.....1

Social Studies

3

- World History.....1

American History	1	
American Government.....	1	
Mathematics		3
Algebra I.....	1	
Algebra II.....	1	
Geometry.....	1	
Science		3
Physical Science.....	1	
Biology.....	1	
Chemistry.....	1	
Practical Arts		3
Physical Education		1
Fine Arts		1
Health Education		1/2
Personal Finance		1/2
Electives		7.0
*Foreign Language.....	1	
TOTAL		24

Additional Jennings School District Graduation Requirements

Post-Secondary Assessments (ACT, ASVAB, ACCUPLACER and/or WORKKEYS)	2
*Required by Jennings School District	

An electronic list of those students who are not meeting grade level objectives in reading (K-6), language arts (7-8), or mathematics will be given to the building principal by the October, January and March reporting periods.

The process is as follows:

- a. The teacher, principal and counselor will meet to review the student's academic record, current test scores and work samples.
- b. The parent/guardian will be notified after the review that retention is being considered. A meeting with the parent/guardian will be scheduled. The parent/guardian will be informed that the student is not meeting grade level objectives and will be retained in the same grade unless there is strong and positive improvement in the student's work.
- c. A follow-up conference for the parent/guardian will be scheduled with the principal or the principal's designee to review the student's progress every five weeks.
- d. An academic program including remediation or an alternate educational placement (grades 7-8 only) will be offered to the student.

A recommendation along with supporting evidence (*writing portfolio, student work samples, assessment data, i.e.*) should be reviewed for retention will be *made by the principal to the Superintendent* in accordance with the above-referenced factors, and *written notification of retention will be sent to the parent/guardian in **March prior to spring break.***

Appeal of Retention Decisions

Parents/guardians who wish to appeal a decision regarding a student's retention must first contact the building principal. If parents/guardians do not accept the decision at the building level, an appeal may be made in writing to the Superintendent. All appeals must be requested within two (2) weeks after the notification. A final decision will be rendered by Superintendent at the end of April. The parent will receive written notification of the decision.

