

ACADEMIC PROMOTION AND RETENTION

The School Board is dedicated to the total and continuous development of each student, and intends for each student to attain the highest level of individual achievement possible. ACPS shall not promote any student based solely on chronological age, but shall place students in the grade level best suited to their academic, social and emotional needs. Students shall base student promotion on demonstrated grade-level proficiency in the core content areas. English and mathematics are the core content areas for grades K-2. English, mathematics, science, and social studies are the core content areas for grades 3-12. Through tailored intervention with any student who is not making academic progress, it is the expectation of the Alexandria City Public Schools that all children will be able to succeed and progress through school in a consistent and timely fashion.

Promotion

Promotion is the assignment of a student to the next grade level. ACPS shall promote a student demonstrating grade level proficiency in the core content areas. Each student should learn the relevant grade level subject matter before promotion to the next grade. Each student shall take and be expected to achieve a passing score on the Standards of Learning (SOL) assessments for the student's respective grade. Schools shall use SOL results as part of a multiple set of criteria for determining promotion. Students will usually progress from one grade to the next on an annual basis. Exceptions may be made, however, when they are in the best educational interest of the student. Any exceptions will be made only after consultation with the student's parents or guardians. Determinations regarding student acceleration shall be made in accordance with Policy IKEB.

Intervention

ACPS shall implement a Multi-Tiered System of Support (MTSS) for each student, ensuring that academic and behavioral success interventions are provided to students on an as-needed basis.

Retention

Retention is the reassignment of a student to the current grade level. The School Board recognizes that decisions affecting a student's grade level assignment, especially decisions to retain a student, may have long-lasting effects on the student's future success in school. Research indicates that students who have been retained two or more times are more likely to drop out of high school than are students who have never been retained. Therefore, the School Board expects that any decision to retain a student in the same grade level be made following considerable deliberation and consultation. In addition, decisions made pursuant to this policy shall be made consistent with and subject to the provisions of Regulation IKE-R.

When a student is not progressing in core subjects, ACPS shall provide appropriate interventions to help the student perform on grade level in identified subjects. Students will be retained only when the student has not demonstrated appropriate grade level competencies and the action of retention would be in the best academic interest of the student. This will only occur after

implementation of MTSS and will be based on the professional judgment of the school-based instructional personnel.

In all cases of retention, the parents/guardians are to be fully involved and informed throughout the decision making process, but the ultimate decision will be made by the principal. ACPS shall not retain a student more than once.

The Superintendent shall issue IKE-R: Regulations for Academic Promotion and Retention, to define criteria and establish procedures for determining whether to promote or retain students. The regulations shall include specific standards for Limited English Proficient (LEP) students and students who receive special education services.

Notice to Parents

ACPS shall notify parents/guardians in writing as soon as it is determined that a student is at risk of retention. Such notice must specify the areas that need improvement in order for the student to be promoted and must offer the parents/guardians the opportunity for a conference. After a thorough assessment of the student’s performance with input from parents, the school staff shall develop an intervention plan outlining strategies, including parental assistance, to avert retention. A student who has been retained must have an intervention plan in place at the beginning of the following school year. The effectiveness of the intervention plan is to be monitored according to the protocols outlined in the ACPS Multi-Tiered System of Support.

- Adopted: January 9, 1997
- Amended: June 4, 1998
- Amended: June 17, 1999
- Amended: September 21, 2000
- Amended: July 1, 2005
- Amended: June 23, 2016

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| Cross Refs.: | IKC | Grading |
| | IKC-R | Regulations Governing the Grading Policy |
| | IKE-R | Regulations for Academic Promotion and Retention |
| | IKEB | Acceleration |