

# Walla Walla Public Schools

## ADMINISTRATIVE PROCEDURE

No. P-2421

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### PROMOTION, RETENTION, AND ACCELERATION

Since each student grows at his/her own rate, individual growth characteristics are recognized and served in classroom programming. Typically, students will move, or be promoted, to the next grade level at the end of a school year. However, as school staff and parents/guardians monitor student progress, there may be a need for the typical student progression to be slowed or accelerated to ensure the student is meeting academic standards and is being appropriately challenged.

#### Retention:

Retention at the same grade level the child is currently in might be appropriate for a student when he/she is not demonstrating minimum competency in basic skills subjects in relation to ability and grade level. When a student is identified for retention, a school team will convene to conduct a review of progress, including report cards, benchmark assessments, progress monitoring, standardized tests, the Light's Retention Scale, and/or recommendations from previous instructor(s). If the school year has begun, the student will be placed in his/her expected grade level, pending the recommendation of the school team.

- During the mid-year conference time the classroom teacher, learning specialist and/or principal will share their significant concerns and discuss steps for additional intervention steps with the parent/guardian.
- In early May the building STAT process will occur with the guardian/parent. The Light's Retention Scale will be completed data suggests retention should be considered
- Principal and learning specialist will meet with Teaching and Learning if retention is a consideration
- Final Recommendation will be provided to the parent in writing using the Grade Level Retention Summary Form attached to Procedure 2421

If the school team determines additional assessment is needed to make a recommendation, the parents will be informed and their written permission will be sought. Upon completion of the assessments, the school team will reconvene to discuss their recommendation for retention or promotion. The rationale for the recommendations made will be recorded and become part of the student's record. The recommendation will be reviewed by the Director of Teaching and Learning or designee. The school team will provide parent/guardians the final recommendation in writing.

#### Academic Acceleration:

Academic Acceleration for a student can be addressed through differentiated classroom instruction (e.g. accelerated math) or, in rare cases, by advancement through grades. Consideration for acceleration, or skipping a grade, should include the following steps:

- Review of district and state testing data, if applicable, to look for trends of performance above grade level.
- Administration of district selected cognitive assessment.
- Administration of year-end assessments for the grade level to be skipped to ensure the student has proficiency in key standards.

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After evidence of the above assessment data has been collected, a school team will convene to assess the student's suitability for whole-grade acceleration. The recommendation will be reviewed by the principal's supervisor. Note that accelerations will be done on a trial basis, and closely monitored by the principal, classroom teacher(s), and Director of Teaching and Learning or designee, so the student has an option to move back into a lower grade without fear of failure.

### Academic Acceleration Incentive Program for High Schools:

For one-time, competitive state grant purposes, the following students are considered to have earned dual high school and college credit in a course offered by a district high school:

- Students who achieve a score of three or higher on an Advanced Placement (AP) examination;
- Students who achieve a score of four or higher on an examination of the International Baccalaureate (IB) diploma program;
- Students who successfully complete a Cambridge Advanced International Certificate of Education examination;
- Students who successfully complete a course through the college in the high school program under Chapter 28A.600 RCW or Laws of 2021, ch. 71, § 1 and are awarded credit by the partnering institution of higher education; and
- Students who satisfy the dual enrollment and class performance requirements to earn college credit through a tech prep course.

Students who meet or exceed the state standard on the English language arts statewide student assessment are eligible for enrollment in advanced courses in English, social studies, humanities, and other related subjects. Students who meet or exceed the state standard on the mathematics statewide student assessment are eligible for enrollment in advanced courses in mathematics. Students who meet or exceed the state standard on the Washington comprehensive assessment of science are eligible for enrollment in advanced courses in science.

Underclassmen who successfully complete an advanced course in accordance with the paragraph above are then enrolled in the next most rigorous level of advanced course that aligns with the student's high school and beyond plan.

Students and parents are notified of the academic program, offerings and options through the student handbook,

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### Secondary Promotion Criteria and Considerations:

School and family teams will examine student data on a regular basis to help make informed retention and/or acceleration decisions. As part of the regular cycle of student conferences, promotion, retention, and/or acceleration will be considered. However, for retention in high school parents will be informed that laws around graduation dates and sports eligibility will still need to be applied as defined by state laws and regulations. Due to academic acceleration, parents and students may also be interested in students being promoted to the next grade level earlier than the annual process if a student has the credits outlined in the course catalog. School staff will also inform parents that this may result in some communication from the school that may not match with their chronological grade and will encourage the parents and students to regularly communicate with school personnel if there are any questions about communication that is or is not received.

If the parent/guardians disagree with the recommendation of the school team, the parents may appeal the recommendation in writing within ten calendar days to the principal's supervisor, in accordance with Policy and Procedure 4220 (Complaints Concerning Staff and Programs).

Revised: October 2022