

**Promotion, Placement, and Retention Policy, K-8**  
**Procedures for Forsyth County Administrators**  
**January 2018**

**Promotion, Placement, and Retention are defined as follows:**

- ❖ Promotion: The student has met grade level achievement criteria.
- ❖ Placement: The student has not met grade level achievement criteria, but the evidence indicates that retention would not be beneficial.
- ❖ Retention: The student has not met grade level achievement criteria.

**Administrators should use the following guidelines for the FCS Promotion Retention Policy:**

1. Through differentiated instruction and a variety of assessments, each teacher shall be responsible for determining if a student is achieving at grade level.

Guidelines for K-8:

- ▶ If a student is on level at the conclusion of the school year, the student will be promoted to the next grade.
2. Where there is evidence that the student is not performing on grade level, the teacher must implement remediation efforts as set forth in practices or procedures. (i.e., Data Teams and MTSS process)

Guidelines for K-8:

- ▶ Conduct Universal Screening (FastBridge in grades K-2\* as well as targeted screening for students deemed at risk in grades 3-5, EasyCBM in grades 6-8) to determine if the area of need is a skill deficit or if the student is not meeting the standard.  
\*K-3 in 2018-2019
  - ▶ Address only skill deficits at Tiers 2 and 3 in the MTSS process. Students not meeting standard require differentiated or remedial instruction at Tier 1.
  - ▶ Continue norm-based, progress monitoring in Tiers 2 and 3, using FastBridge at elementary and easyCBM at middle and high school, to monitor improvement over time.
  - ▶ Utilize protected intervention time to address skill deficits. Interventions should be implemented with fidelity. (See MTSS Guidelines)
3. Where there is evidence that the student continues to perform below grade level, the student's parents must be notified that placement or retention is a possibility and be given the opportunity to attend a meeting to discuss the matter.
    - ▶ Document notification in RTI Desktop.
    - ▶ If a meeting is held, document in RTI Desktop.

Guidelines for K-8:

- ▶ Document notification and meeting minutes in RTI Desktop.
- ▶ Prior to a student's retention, the student's parents must be notified that retention is a possibility and be given the opportunity to attend a meeting to review and revise the current year's intervention plan no later than end of January. (SST, IEP, 504, TPC meeting)

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4. A procedure shall be established whereby a school level team will review a student's performance prior to any decision to retain the student.

Guidelines for K-8:

- ▶ Continue MTSS process to include Data Teams, IST, SST and/or 504, IEP, EL TPC plans.
- ▶ Utilize RTI Desktop to document progress monitoring, interventions, meeting minutes, and communication with parents.

5. In grades where state-adopted assessments are administered, schools must consider the state assessment as part of the totality of evidence when determining promotion, placement, and retention of students.

6. The school principal or designee and a committee consisting of teacher(s) and parents will review all assessment data and other relevant information to make a final decision whether to promote the student to the next grade level, to place the student in the next grade level, or to retain the student in the current grade. This decision will be based on the totality of evidence.

Guidelines for K-8:

- ▶ Utilize Light's Retention Scale
- ▶ Schedule placement committee meeting. Recommended suggestions:
  - Promotion – no meeting
  - Placement – call parent; in person meeting is optional. A success plan must be developed.
  - Retention – in person meeting required. A success plan must be developed.
- ▶ Schools/Committees must document in RTI Desktop.
- ▶ For transfer of at-risk students between schools (school to school or level to level)
  - End of Year Checklist reminder to flag students who will be placed/retained in IC

Additional Guidelines for Grades K-2:

- ▶ Consider grading and reporting progress, system assessments (Interims, Common Assessments, F&P data), school assessments, and any progress monitoring data.
  - For Kindergarten, also consider GKIDS.

Additional Guidelines for Grade 3:

- ▶ Consider Georgia Milestones in addition to grading and reporting progress, system assessments (Interims, Common Assessments, F&P data), school assessments, and any progress monitoring data.

Additional Guidelines for Grades 4-5:

- ▶ Consider grading and reporting progress, system assessments (Interims, Common Assessments, F&P data), school assessments, and any progress monitoring data.
- ▶ If the student...
  - Fails ELA and/or math classes but achieves Developing, Proficient, or Distinguished Learner on corresponding EOG:
    - Committee may place or retain student.
    - A success plan should follow the student.

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- Fails ELA and/or math classes and achieves Beginning Learner on corresponding EOG:
  - Committee may place or retain student.
  - A success plan should follow the student.
- Passes ELA and math classes but achieves Beginning Learner on corresponding EOG:
  - Committee may promote, place, or retain student.
  - If placed or retained, a success plan should follow the student.
- Refuses test opportunity:
  - Committee may promote, place, or retain student.
  - If placed or retained, a success plan should follow the student.

Additional Guidelines for Grades 6-8:

- ▶ If the student...
  - Fails two (2) or more of the four (4) core classes but achieves Developing, Proficient, or Distinguished Learner on EOG:
    - Committee may place or retain student.
    - A success plan should follow the student.
  - Fails two (2) or more of the four (4) core classes and achieves Beginning Learner on EOG:
    - Committee may place or retain student.
    - A success plan should follow the student.
  - Passes three (3) or more of the four (4) core classes but achieves Beginning Learner on EOG:
    - Committee may promote, place, or retain student.
      - If placed or retained, a success plan should follow the student in RTI Desktop.
      - If promoted, an explanation of the reason for Beginning Learner on EOG should be documented in RTI Desktop.
  - Refuses test opportunity:
    - Committee may promote, place, or retain student.
    - If placed or retained, a success plan should follow the student.

7. School level promotion, placement, and retention decisions may be appealed to the Superintendent or designee, whose decision shall be final.