

ABINGTON SCHOOL DISTRICT
ABINGTON, PENNSYLVANIA

SUPERINTENDENT'S ADMINISTRATIVE
PROCEDURE

REGARDING: **Retention Guidelines**

Section: **Curriculum**

Effective Date: September 2006

Reissued: 11/07, 8/26/08,
2/28/17, 10/25/19,
9/9/21, 8/25/22, 8/16/24

See Also: Related Board Policy

Grade placement is based upon a student's academic achievement; chronological age; and physical, emotional and social development. Academic achievement includes grades earned in the core subject areas (English Language Arts, mathematics, science, social studies), performance on standardized tests, and the level of proficiency demonstrated on the Pennsylvania System of School Assessment tests in English language arts and mathematics.

ELEMENTARY

At the elementary level, if retention is being considered for a student, the classroom teacher will discuss this with the principal and the Comprehensive Student Support Program (CSSP) team prior to the spring parent/teacher conference. If after discussion retention remains a possibility, the parents/guardians will be notified of this at the spring parent/teacher conference. A follow-up conference will be scheduled in late May to further review the student's academic progress and to discuss the recommendation for retention. For students who enroll in Abington School District after the first marking period and for whom there is insufficient data at the time of the spring parent/teacher conference to determine whether the student should be considered for retention, the classroom teacher will discuss the student's academic progress with the principal and the Comprehensive Student Support Program (CSSP) team no later than May 1. If after discussion retention is a possibility, the parents/guardians will be notified in a timely manner and a parent/teacher conference will be scheduled prior to the end of the schoolyear.

In kindergarten and grades one and two, reading achievement shall be the determining factor for grade-to-grade promotion. A student in any of these grade levels will be considered a candidate for retention if they are reading one year or more below grade placement and having difficulty achieving proficiency in a majority of the areas assessed in the English Language Arts program.

In grades three through five, a student will be considered for retention if they are reading one or two grade levels below grade placement, scores Below Basic on the English language arts and/or mathematics test in the Pennsylvania State System of Assessment (PSSA) and/or has not demonstrated proficiency in a majority of the core subject areas assessed for the Report of Student Progress.

SECONDARY

In grades six through eight, a student will be considered for retention if they earn an E in three or more required core subjects (English Language Arts, mathematics, science, social studies), earns an E in one or two of the required core subjects and does not earn a passing grade in those courses in summer school, or earns an F in one or more of the required core subjects.

Beginning in grade nine, a student must earn passing grades in required and elective courses as specified in the Abington Senior High School Course Selection Guide, *Program of Studies*, and accumulate credit points needed to meet graduation requirements. Grade placement is determined by the student successfully completing required core subjects and earning the number of course credit points specified in *Program of Studies*.

IEP STUDENTS

If retention is being considered for an IEP student, the IEP Team will be convened to review the student's academic achievement; chronological age; and physical, emotional and social development. Academic achievement includes grades earned in the core subject areas (English, mathematics, science, social studies), performance on standardized tests, and the level of proficiency demonstrated on the Pennsylvania System of School Assessment tests in reading and mathematics. The IEP Team will determine whether the student is a candidate for retention.

EL STUDENTS

Students who are identified as English Learners (ELs) will not be retained solely based upon their lack of English proficiency. If a student who participates in the English Language Development (ELD) program is considered for retention, a careful review of the student's academic progress will be conducted in consultation with the Supervisor of the ELD program. The final recommendation for grade placement will be based upon this review. See Board Policy Statement, "Instruction of English Learners (ELs)" and Superintendent's Administrative Procedure, "Instruction of English Learners (ELs)" for further direction regarding the education and procedures for reporting student progress for students who are ELs.