

Promotion/Retention/Acceleration

The Manchester Public Schools are dedicated to the total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to their academic, social, and emotional level.

The Manchester Public Schools establish and review performance standards that clearly communicate to parents, students, and teachers the district's high expectations for learning. The standards are measured continuously with high quality curriculum-based assessments that accurately measure student progress and growth over time, leading toward mastery of the concepts, skills, and content that are identified for key grade levels.

Performance measurements provide information for specific instructional assistance and adjustment for identified students, that:

- Emphasize early mastery of literacy and numeracy;
- Provide for extended learning time for students who do not meet standards during the regular school year/programs;
- Focus support during key grade level transitional experiences and for students whose schooling experience has been effected by high mobility;
- Clearly inform parents and offer training and outreach so that parents can support literacy and learning within the home;
- Are supported by continuous teacher professional development in current research-based instructional practices.

Adopted: June 24, 1985

Revised: January 24, 1994

Revised: September 28, 1998

Revised: June 26, 2000

Revised: March 11, 2002

Revised: July 7, 2003

Revised: December 13, 2004 (Guidelines only)

Revised: June 8, 2015

References:

Connecticut General Statutes 10-221h (Early Reading Success)

Connecticut General Statutes 10-221a and 10-223

State of Connecticut Common Core of Learning

State of Connecticut K-12 Curriculum Frameworks

5120 STUDENTS

Promotion/Retention/Acceleration Administrative Guidelines

Kindergarten Through Entering Grade 9:

Teachers and administrators determine student placement in grade and in specific instructional assistance programs through comprehensive review of the student's performance data. The guiding criteria in all decisions are the student's adjustment and the student's optimum progress toward proficiency demonstrated on performance measurements of district standards.

Local and national longitudinal data show that students, promoted without regard to achievement, tend to fall even farther behind their classmates as they move through school. Conversely, retention in grade greatly increases the likelihood that a student will drop out of school. Therefore, retention in grade, if it is necessary, is more appropriate in primary grades rather than in later grades.

The decision as to pupil placement shall be made by the school principal in accordance with the procedures outlined below. The decision will be made after careful analysis of student performance data:

- Ongoing teacher observation;
- Standards-based performance assessments and integrated benchmarked book performance, used to establish a student's proficiency in decoding and comprehension;
- Ongoing timed math facts proficiency tests and district-wide curriculum-based mathematics tests, used to establish a student's proficiency in numeracy;
- Connecticut State Testing Program data;
- Student attendance;
- Social adjustment.

Students who do not meet proficiency on district performance assessments are expected to participate in specific instructional assistance programs.

Any teacher who feels that a child should be considered for non-promotion or acceleration should, after consulting with the principal, confer with the parent(s)/guardians(s). These consultations should take place between December and April or earlier if a student demonstrates difficulty with learning prior to that time period.

If non-promotion or acceleration seems to be in the best interest of the child, the parents/guardians must be asked to attend a special conference to discuss the school's recommendation.

After the parents have been apprised of the school's recommendations, they are requested to sign a form indicating their agreement or disagreement with the decision. In most cases, a decision on non-promotion or acceleration should be made prior to the end of the school year. However, if the student completes a summer school program, the principal and parents may discuss the student placement decision again at the beginning of the next school year.

The appeal of a decision may be carried to the Superintendent.

Middle School Grades and Requirements for Entrance to Grade 8 or 9:

It is the philosophy of Manchester Middle Schools that we must provide academic support structures to extend learning opportunities for students who do not meet the standards and academic responsibilities during the regular school year or school hours. The Manchester Board of Education is deeply committed to providing a variety of interventions both during and after school, to support students who may be struggling. The Manchester Board of Education employs various staff members, including but not limited to specialists, consultants, and tutors, to assist students who are not achieving success in the regular classroom setting. It is the belief of the Board that students should have consistent support as well as multiple opportunities to demonstrate mastery and that summer school and / or non-promotion would become options only after various interventions have occurred.

Further, it is expected that any Grade 7 or 8 student who has not successfully completed an academic course during the regular school year, will attend summer school. To enroll in grade 8 or 9, a student must have a passing end-of-year grade in all four full year academic courses (Reading/Language Arts, Mathematics, Science, and Social Studies). Middle school students who fail an accelerated math class (Algebra 1 or Geometry) will not be required to attend summer school or be retained if that is the only academic course they fail, but will rather repeat the math class during the following school year. A student who may be retained will be evaluated by teachers, administrators, and guidance personnel at the middle and high schools based on the criteria outlined below. A student who has maintained a passing final grade (an average of all four quarters) will be considered as earning a passing end-of-year grade. Therefore, during the summer after the grade 7 or 8 regular program, any student who does not fulfill the above-stated criteria must attend a summer school program in the failed academic course(s). This program is organized to foster skills for success in high school and beyond. A student must receive passing grades in the summer school courses and must adhere to all summer school regulations in order to complete the summer school program. After successfully completing this intensive academic preparatory program, the student will be enrolled in grade eight or nine.

If non-promotion or acceleration seems to be in the best interest of the student, the parents/guardians must be asked to attend a special conference to discuss the school's recommendation. These consultations should take place between December and May or earlier if a student demonstrates difficulty with learning prior to that time period. In most cases, a decision non-promotion or acceleration should be made prior to the end of the school year. However, if the student successfully completes a summer program, the principal, guidance counselor, and parents may discuss the student placement decision again at the beginning of the next school year.

Requirements for Graduation from Manchester High Schools:

The requirements for graduation from Manchester High School are outlined in Board of Education Policy 5127.1 - Requirements for Graduation from Manchester High School

Reference:

5127.1 Specific Unit Requirements for Graduation from Manchester High School
5127.11 External Credit Options Meeting Manchester High School Graduation Requirements
Connecticut General Statutes 10-221h (Early Reading Success)
Connecticut General Statutes 10-221a, 10-223
Connecticut General Statutes 10-19 (Teaching about Substance Abuse)
State of Connecticut Common Core of Learning
State of Connecticut K-12 Curriculum Frameworks
State of Connecticut Testing Program
Manchester Board of Education Strategic Plan (Accountability for Success)

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