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| <b>Bartlett City Board of Education</b>            |   | <b>4009</b>  |
| Descriptor Term:<br><b>PROMOTION AND RETENTION</b> | Descriptor Code:<br><b>Instructional Services</b> | Issue Date:<br><b>06/23/2014</b>                   |
|  | Rescinds:   | Revised:<br><b>04/25/2019</b><br><b>07/25/2024</b> |

1 General

2 Students shall progress from grade to grade in sequential order. A student in the third grade shall  
3 not be promoted to the next grade level unless the student is determined to be proficient in English  
4 language arts (ELA) based on the student’s achieving a performance level rating of “met  
5 expectations” or “exceeded expectations” on the ELA portion of the student’s most recent  
6 Tennessee Comprehensive Assessment Program (TCAP) test, unless exception conditions are  
7 met in accordance with state law.<sup>1</sup>

8 All promotion and retention decisions shall be made on a case-by-case basis and comply with  
9 state and federal law. All decisions shall be made in consultation with a student’s IEP and/or 504  
10 team, if applicable.<sup>2</sup> Students who have difficulty in achieving the requirements for promotion may  
11 be considered for retention.

12 Promotion

13 Promotion to the next grade level shall be based on the successful completion of required  
14 academic work and on the satisfactory progress in relevant academic areas.

15 Students who have difficulty in achieving the requirements for promotion to the next grade level  
16 may be considered for retention. Schools shall identify these students by February 1 of the  
17 academic year. Schools shall notify the parent or guardian of any student who is identified at risk  
18 for retention within fifteen (15) calendar days of identification.

19 Factors used to identify students for retention shall include<sup>3</sup>, but not be limited to:

- 20 1. The student’s ability to perform at the expectations of the current grade level standards;
- 21 2. The results of local assessments, screening, or monitoring tools;
- 22 3. State assessments, if applicable;
- 23 4. Home Literacy Reports;<sup>4</sup>
- 24 5. The overall academic achievement of the student;
- 25 6. The student’s likelihood of success with more difficult materials if promoted to the next  
26 grade;
- 27 7. Attendance record; and

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<sup>1</sup> TRR/MS 0520-01-03-.16(7)

<sup>2</sup> 20 U.S.C. §1400 *et seq.*; 29 U.S.C. §704; TRR/MS 0520-01-03-.16; T.C.A. §49-6-3115

<sup>3</sup> TRR/MS 0520-01-03-.16(5)

<sup>4</sup> T.C.A. §49-1-905€

1 8. The student's maturity.

2 Students may be identified for retention after the February 1<sup>st</sup> deadline if the delay in identifying a  
3 student is due to:<sup>5</sup>

4 1. Date of enrollment; or

5 2. Additional information acquired after results of local assessment, screening, or monitoring  
6 are released.

7 Promotion Plans<sup>6</sup>

8 Schools shall develop and implement an individualized promotion plan for any student identified  
9 as at risk for retention to help the student avoid retention. All promotion plans shall be developed  
10 in coordination with the student's teachers, IEP, or 504 team, if applicable. Promotion plans shall  
11 incorporate evidence-based promotion strategies and materials and shall be tailored to the  
12 student's individual learning needs. Promotion plans shall also include expectations and metrics  
13 to verify whether a student has made sufficient progress to be promoted to the next grade level.  
14 A copy of the student's promotion plan shall be provided to the student's parent(s) or guardian(s),  
15 and the school shall offer the opportunity for a parent-teacher conference to discuss the plan. If a  
16 student is not making progress on the plan, then the strategies shall be modified.  
17 Parent(s)/guardian(s) shall be provided with any changes to the student's promotion plan.

18 If a student is not making progress on his/her promotion plan, then the promotion strategies shall  
19 be modified to support the student in the goal of promotion to the next grade level. A student who  
20 demonstrates sufficient progress according to his or her promotion plan shall be promoted to the  
21 next grade level unless retention is required per additional requirements for students in third and  
22 fourth grade.<sup>7</sup>

23 If a student has not demonstrated sufficient academic progress according to his/her promotion  
24 plan by the end of the school year, then the student shall be enrolled in a summer reading or  
25 learning program, if such program is available. For a student in grade three (3) who is identified  
26 for retention and attends a summer reading or learning program, such program must be  
27 conducted in accordance with T.C.A. §49-6-3115 and T.C.A. §49-6-1501, *et seq.* If enrolled in a  
28 summer reading or learning program, a decision for retention shall be made and communicated  
29 to the parent or guardian at least ten (10) calendar days prior to the start of the next school year.  
30 However, if a student is not enrolled in a summer reading or learning program, then a decision for  
31 retention shall be made and communicated in writing to the parent or guardian at least thirty (30)  
32 calendar days prior to the start of the next school year.

33 The notification regarding retention decisions shall be in writing and sent electronically to the  
34 student's parent or guardian and shall include information regarding the parent or legal guardian's  
35 right to appeal the retention decision in alignment with this Policy.

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<sup>5</sup> TRR/MS 0520-01-03-.16(4)

<sup>6</sup> TRR/MS 0520-01-03-.16(6)

<sup>7</sup> TRR/MS 0520-01-03-.16(6)(f)

1 Retention<sup>8</sup>

2 Retention shall be considered only when it is in the best interest of the student or if required by  
3 state law for students in grades 3 and 4.

4 Retention shall not:

- 5 1. Be used without an academic remediation plan;
- 6 2. Be used as a punitive measure or as a voluntary delay to promotion;
- 7 3. Be based solely on English language proficiency, for students who are identified as  
8 English learners;
- 9 4. Be based solely on the student's disability or suspected disability; or
- 10 5. Be based solely on a student's maturity.

11 Retention decisions affecting a student receiving special education services shall be made in  
12 consultation with the 504 and/or IEP team and in accordance with the provisions of the student's  
13 individual program.

14 Once a decision to retain a student has been made, the school shall develop an individualized  
15 academic remediation plan within thirty (30) calendar days after beginning the next school year.  
16 A copy of the remediation plan shall be provided to the student's parent(s)/guardian(s) within ten  
17 (10) calendar days of its development. The plan must be developed in coordination with the  
18 student's teacher, IEP and/or 504 team, if applicable, and may also include input from the  
19 student's parents, school counselor, or other appropriate school personnel. The academic  
20 remediation plan shall include at least one of the following strategies:

- 21 1. Adjustment to the current instructional strategies or materials;
- 22 2. Additional instruction time;
- 23 3. Individual tutoring;
- 24 4. Modification to the student's classroom assignment to ensure the student receives  
25 instruction from a teacher with a level of overall effectiveness of above expectations  
26 (level 4) or significantly above expectations (level 5); or
- 27 5. Attendance or truancy interventions.

28 A student shall not be retained more than once in any grade. The progress of students who are  
29 retained shall be closely monitored and reported to the parent(s)/guardian(s) at least three (3)  
30 times during the school year in which the student is retained.

31 Third Grade Retention<sup>9</sup>

32 Third grade students shall not be promoted to the next grade level unless the student is  
33 determined to be proficient in English language arts (ELA) based on the student achieving a  
34 performance level rating of "on track" or "mastered" (otherwise known as "met expectations" or  
35 "exceeded expectations") on the ELA portion of the student's most recent Tennessee

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<sup>8</sup> TRR/MS 0520-01-03-.16(6)(f)

<sup>9</sup> TRR/MS 0520-01-03-.16(7)

1 Comprehensive Assessment Program (TCAP) test, unless exception conditions are met in  
2 accordance with state law.

3 Students who are not proficient in ELA may still be promoted if the following conditions are met:

4 1. A student in third (3<sup>rd</sup>) grade receiving a performance level rating of “approaching  
5 expectations” on the ELA portion of the student’s most recent TCAP test may be promoted  
6 to the fourth (4<sup>th</sup>) grade if:

- 7
- 8 a. The student is an English language learner and has received less than two (2) full  
9 school years of ELA instruction;
- 10 b. The student was previously retained in any of the grades Kindergarten (K) through  
11 Three (3) (K-3);
- 12 c. The student is retested in accordance with TDOE guidelines before the next school  
13 year and scores proficient in ELA;
- 14 d. The student attends a learning loss bridge camp before the next school year,  
15 maintains a ninety percent (90%) attendance rate at the camp, and the student’s  
16 performance on the post-test at the end of the camp demonstrates adequate  
17 growth as defined in the State Board’s Promotion and Retention Policy;
- 18 e. The student receives tutoring for the entirety of the next school year in accordance  
19 with state law; or
- 20 f. Beginning with the 2023-2024 school year, the student demonstrates proficiency  
21 in ELA standards by scoring at or above the fiftieth (50%) percentile on the most  
22 recently administered state-provided benchmark assessment, if the benchmark  
23 assessment is administered to the student in a test environment in accordance  
24 with TDOE guidance, and BCS agrees to provide tutoring services to the student  
25 during the entire fourth (4<sup>th</sup>) grade school year.
  - 26 i. If a student is promoted to the fourth (4<sup>th</sup>) grade under this exception, then the  
27 student’s parent/guardian shall be notified, in writing, of the benefits of enrolling  
28 the student in summer programming and encouraging the parent/guardian to  
29 do so.
  - 30 j. For the purposes of this exception, the tutoring services provided to the student  
31 for the entirety of the student’s fourth (4<sup>th</sup>) grade year must be in accordance  
32 with state law and TDOE guidance.<sup>10</sup>

33

34 2. A student in third (3<sup>rd</sup>) grade receiving a performance level rating of “below expectations”  
35 on the ELA portion of the student’s most recent TCAP test may be promoted to the fourth  
36 (4<sup>th</sup>) grade if:

- 37
- 38 a. The student is an English language learner and has received less than two (2) full  
39 school years of ELA instruction;
- 40 b. The student was previously retained in any of the grades Kindergarten (K) through  
41 Three (3) (K-3);
- 42 c. The student is retested in accordance with TDOE guidelines before the next school  
43 year and scores proficient in ELA; or
- 44 d. The student attends a learning loss bridge camp before the next school year,  
45 maintains a ninety percent (90%) attendance rate at the camp, and the student  
46 receives tutoring for the entirety of the next school year in accordance with state  
47 law;

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<sup>10</sup> T.C.A. §49-6-1507

1 Fourth Grade Retention

2 A student shall not be retained in the fourth (4<sup>th</sup>) grade more than once.

3 If a student was promoted to fourth (4<sup>th</sup>) grade under exception 1(e) or 2(d) above, such student  
4 may be promoted to the fifth (5<sup>th</sup>) grade if the student shows adequate growth on the fourth grade  
5 ELA portion of the TCAP test as determined by TDOE.

6 If a student promoted to fourth (4<sup>th</sup>) grade under exception 1(e) or 2(d) above does not  
7 demonstrate adequate growth on the fourth grade ELA portion of the TCAP test as determined  
8 by TDOE, then the school Principal or his/her designee shall convene a conference regarding the  
9 student's promotion or retention. The conference shall consist of the following parties: student's  
10 parent(s)/guardian(s), the student's ELA teacher, and the student's Principal.

11 The conference shall review the student's fourth (4<sup>th</sup>) grade ELA performance to determine  
12 whether the student should be retained or promoted to fifth (5<sup>th</sup>) grade with an assigned tutor for  
13 the entirety of the student's fifth (5<sup>th</sup>) grade year in accordance with TDOE guidelines. The  
14 recommendation made by the majority of participant parties rather than majority of participants  
15 shall determine whether the fourth (4<sup>th</sup>) grade student is retained.

16 Appeals<sup>11</sup>

17 Parent(s)/guardian(s) who disagree with required retention decisions pursuant to state  
18 requirements for students in third (3<sup>rd</sup>) and fourth (4<sup>th</sup>) grade may appeal the retention decision to  
19 the TDOE on forms provided on the TDOE website and in accordance with state law.<sup>12</sup>

20 Parent(s)/guardian(s) who disagree with retention decisions for any other reason may appeal the  
21 decision to the BCS Chief Academic Officer. The BCS Chief Academic Officer may overturn the  
22 decision to retain for good cause shown, and due to extenuating circumstances, as determined  
23 in the discretion of the Chief Academic Officer. The decision of the BCS Chief Academic Officer  
24 shall be final.<sup>13</sup>

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<sup>11</sup> TRR/MS 0520-01-03-.16; TRR/MS 0520-01-02-.17 T.C.A. §49-6-3102(e)(1);

<sup>12</sup> TRR/MS 0520-01-03-.16(7)(f)

<sup>13</sup> TRR/MS 0520-01-03.05(3)(b); *Tennessee State Board of Education Policy 3.300*