

PROMOTION AND RETENTION OF STUDENTS

The Superintendent and staff of the Jackson Public School District recognize the need to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with classroom instruction and opportunities for intervention.

SECTION I: INSTRUCTIONAL MODEL WHICH CONSISTS OF THREE (3) TIERS OF INSTRUCTION:

The following is the three-tier policy on intervention for students experiencing academic and/or behavioral problems as follows:

Tier I: Quality classroom instruction based on the Mississippi Curriculum Framework

Tier II: Focused supplemental instruction

Tier III: Intensive interventions specifically designed to meet the needs of individual students

Teachers should monitor student progress through multiple assessment strategies, identifying students in need of assistance as soon as they begin to fall behind, and modify instruction to assure that every student gains essential skills. If a student fails to maintain or demonstrate mastery of the state core curriculum (a grade below 60), the student will be referred to the Teacher Support Team (TST). If supplemental support strategies in Tier I and Tier II are unsuccessful, students must be referred to the school Teacher Support Team (TST).

Teacher Support Teams

Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal as the schools instructional leader. The TST shall be responsible for the development and implementation of interventions for students with special education. The Teacher Support Team (TST) which operates under the jurisdiction of the school principal is the problem-solving unit responsible for interventions developed at Tier III. Interventions must be:

- A. research-based
- B. implemented as designed by the TST
- C. supported by data regarding effectiveness of interventions

Any student suspected of having a disability or experiencing significant academic and/or behavioral problems, that student should be referred to the TST. The TST procedures should be followed whether the student is a student with a disability or not. The purpose of designing effective interventions and making appropriate recommendations for the student. Written documentation of the request made, the information reviewed, and the decisions/recommendations of the TST must be kept on file at the school.

The Jackson Public School District adheres to the Mississippi Department of Education guidelines regarding certain mandatory referrals to TST. Failure to make adequate progress following Tier I and Tier II, students will be referred to the TST if any of the following events occur:

- A. Students in kindergarten grades 1-3 who have failed one (1) grade;
- B. Students in grades 4-12 who have failed two (2) grades;
- C.

E.

3. A description of the proposed supplemental instructional services and supports that are designed to remediate the identified area of reading deficiency which the school district plans to provide the student;
4. If the student is not promoted to the next grade year, the student will not be promoted to fourth grade unless a good cause exemption specified below is met;
5. Strategies for parents and guardians to use in helping the student to succeed in reading proficiency.

Social Promotion Prohibited

Social promotion is prohibited in the Jackson School District. Social promotion is defined as the promotion of a student to the next grade level without meeting the academic requirements for promotion. Social promotion is prohibited in the Jackson School District for any other factors that constitute social promotion.

Beginning in the 2014-2015 school year, a student who is not proficient in reading on the state accountability assessment or on an approved alternative standardized assessment for third grade, the student shall not be promoted to fourth grade.

Good Cause Promotion

A student who does not meet the academic requirements for promotion to the fourth grade may be promoted by the school district only for good cause. Good cause exemptions for promotion are limited to the following students:

- A. Limited English proficient student who has less than two years of instruction in an English Language Learner program
- B. Student with a disability whose individual education plan (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law
- C. Student with a disability who participates in the state annual accountability assessment and who

The documentation shall consist of the good cause exemption being requested and shall clearly prove that the student is covered by one of the good cause exemptions listed above.

2. The principal shall review and discuss the recommendations with the teacher and parents and decide as to whether or not the student should be promoted based on requirements set forth by law. If the principal determines that the student should be promoted, based on the documentation provided, the principal shall make the recommendation in writing to the school

The parents of any student promoted may choose that the student be retained for one (1) year, even if the principal and district superintendent determine otherwise.

Parent Notification of Third Grade Retention

Written notification shall be provided the parent or legal guardian of any third-grade student who is retained that the student has not met the proficiency level required for promotion and the reasons the student is not eligible for a good cause exemption. The notification shall include a description of proposed interventions and supports that will be provided to the child to remediate the identified area of reading deficiency.

This notification shall be provided to the parent or legal guardian in writing, in a format adopted by the Mississippi Board of Education in addition to report cards given by the teacher.

Parents and legal guardians of the third-grade students shall be provided with information outlined in a parental contract, including participation in regular parent-guided home reading.

Retained Third Graders

Third graders who are retained who fail to pass the third-grade summative assessment and do not qualify for a good cause exemption must be provide:

- Intensive instructional services
- Progress monitoring
- Ninety minutes of research-based reading instruction in the five components of reading

In the event that a student passes the Mississippi Assessment Program (MAP) in reading or the third grade MKAS, but fails a content-area subject (reading, language arts, math, science and/or social studies), he or she may attend summer school for promotion in that content-area. If a student fails more than one subject, he or she will not be eligible to attend summer school and must repeat the third grade.

Interventions for Students with Good Cause Exemptions

For any student retained in Grade 3 who was previously retained in Kindergarten or Grades 1 through 3;

- Must demonstrate a reading level at least two (2) grade levels in one (1) school year;
- Should provide instruction and intervention for the majority of the student contact each day;
- Incorporates opportunities to master the Grade 4 state standards in other core academic areas.

E. Grade 4

Students must master the State Core Curriculum and the district objectives reading, language arts, and mathematics, science/health and social studies with a grade average of 60 in each subject. Students must also have an overall average of 60 in all academic subjects (reading, language arts, mathematics, science/health, and social studies).

F. Grade 5

Students must master the State Core Curriculum and the district objectives reading, language arts, mathematics, science/health and social studies with a grade average of 60 in each subject. Students must also have an overall average of 60 in all academic subjects (reading, language arts, mathematics, science/health, and social studies).

At the elementary level a semester test grade will be computed as a part of the term test average in the same manner that a term test is computed as a part of the term test average.

SECTION III: MIDDLE SCHOOL GRADES 6, 7, AND 8

To be promoted from grade 6 to grade 7 to grade 8, a student must meet the minimum standards as listed.

Minimum Standards

1. Students shall pass each of the following major courses with a grade of 60 or above:
 - a. Language Arts
 - b. Mathematics
 - c. Science
 - d. Social Studies
2. Students who do not meet minimum skill mastery requirements will:
 - a. Be retained at appropriate grade level when failure occurs, or
 - b. Attend a tuition summer school program and if minimum performance standards are met, promotion will be granted. However, summer school attendance does not assure promotion to the next grade. Only students failing a maximum of two (2) courses, including algebra and pre-algebra, with at least a grade of fifty (50) in each course can be expected to successfully complete the course objectives during the six-weeks summer session to be promoted to the next grade. Student

