



RED CLAY CONSOLIDATED SCHOOL DISTRICT  
**ADMINISTRATIVE MEMORANDUM**

PROMOTION AND RETENTION (GRADES 9-12) | 7011.8

As defined by State Board Regulation, each local school district is to have a promotion policy for kindergarten through grade 12. The promotion policy for grades 1–8 must also, at a minimum, include the following:

Students in grades 9–12 must comply with Title 14 DE Admin. Code § 502.

In accordance with Board Policy 7011 Promotion and Retention, this administrative memorandum establishes the District’s promotion and retention guidelines for grades 9–12.

**Guidelines for Report Cards**

1. In grades 9–12, the Report Card is issued four times each year, following the designated nine-week instructional periods.
2. Performance will be reported by percentage in each marking period. Final grade determination will be represented with a letter grade.

A	Excellent	90 – 100	4 Quality Points
B	Very Good	80 – 89	3 Quality Points
C	Satisfactory	70 – 79	2 Quality Points
D	Poor	60 – 69	1 Quality Point
F	Failure	50 – 59	0 Quality Points

Determining a final course grade: In determining the actual letter grade based on quality points, a .5 or greater will indicate the next higher grade, with the exception of a grade of F.

$$\leq 0.5 = F \quad 0.6 = D \quad 1.5 = C \quad 2.5 = B \quad 3.5 = A$$

Three marking period F’s constitute course failing, regardless of quality points.

**Determining a marking period grade**

The following factors will be used as guidelines in determining level of achievement:

*☒ 30% Process- Formative evaluation of student work used for the purpose of providing feedback to the student and teacher regarding progress toward standards. This may include but is not limited to: homework, classwork, participation, quizzes, summer reading, writing process, lab participation, preparation for performance based assignments. (at least seven grades per m.p. must be formative in nature)*

*☒ 70% Product- Summative assessment used to measure the degree to which a standard has been attained. This may include but is not limited to: tests, essays, projects, rubric scored presentations, lab reports, and performance based assignments. (at least three grades per m.p. must be summative in nature)*

3. Academic interim warning(s) shall be given to students and parents at any time during the marking period when there is a question about student progress. Copies will be given to the student, to the parent and one copy will be retained by the teacher for the cumulative record.
4. Teachers shall indicate the reason for failure or low grades on the Comment Sheet or use the Remarks Codes available through the grade reporting system.



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5. Students receiving a series of grades that show a downward trend during the marking period or for the year must be identified, counseled, and assisted by the teacher and other appropriate school personnel. A downward trend is defined as dropping two letter grades in a marking period. Parent(s)/guardian(s) must be notified of the aforementioned assistance.
6. Parents of students who are being considered for retention or placement must be notified in writing of the reason(s) for this recommended placement. Personal contact (documented conference, phone call, or written correspondence) with the parent/guardian must occur as a result of teacher and/or principal efforts. Notification of the potential for required summer school must be shared during this contact.

The District's high school graduation requirements are available from the "Parents and Students" section District website.

### Units of Credit

1. Algebra I or an equivalent course will be the first high school mathematics course for which a student will receive credit.
2. Students must earn 4 credits of math to graduate. Students must earn a math credit during their senior year.
3. The Career Pathways requirement mandates a student choose three sequential or specialized elective offerings from the visual and performing arts, career-technical education areas, and academic areas. All three courses must be selected in the same content area.

### Promotion and Placement Requirements for Students with an IEP

For students with an IEP, including students who participate in a functional life skills curriculum, the IEP team will determine promotion and placement according to the provisions of the student's IEP using all available data and in consultation with the student's parent(s)/guardian(s).

### Promotion and Placement Requirements for Limited English Proficiency/ELL Students

For limited English proficiency/ELL students, decisions for promotion and placement shall be made by the school principal in consultation with teacher(s) and parent(s)/guardian(s). After one year, promotion decisions for ELL students shall be determined as for other students.

### Retention

A student who fails to earn the required six credits (including ELA, Mathematics, and Social Studies) each year will be retained in grade until the necessary course work is successfully completed.



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### Timeline

The following timeline is recommended for grades 9–12:

1. End of the second marking period (first semester): A message will appear on the front of the report card stating a minimum of six credits must be earned for promotion to the next grade level. Students who are in danger of failing for the year will be sent correspondence saying so.
2. The process outlined in above will be repeated for the third and fourth marking periods as applicable.

Questions about the information contained in this administrative memorandum should be directed to the Director of Secondary Schools.