



RED CLAY CONSOLIDATED SCHOOL DISTRICT
ADMINISTRATIVE MEMORANDUM

PROMOTION AND RETENTION (GRADES 6-8) | 7011.7

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:

1. Students in grades 1–8 must receive instruction in English Language Arts (ELA) or its equivalent, Mathematics, Social Studies, and Science each year as defined in the Delaware content standards.
2. Students in grades 1–8 must pass 50% of their instructional program each year (excluding physical education) to be promoted to the next grade level. One of the subject areas that must be passed is ELA or its equivalent. ELA or its equivalent includes English as a Second Language (ESL), and bilingual classes that are designed to develop the English language proficiency of students who have been identified as English Language Learners (ELL). Classes in ELA, Mathematics, Social Studies, and Science include those which employ alternative instructional methodologies designed to meet the needs of ELL students in the content areas.

In accordance with Board Policy 7011 Promotion and Retention, this administrative memorandum establishes the District’s promotion and retention guidelines for grades 6–8.

Guidelines for Report Cards

1. In grades 6–8, 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.

≤0.5=F 0.6 = D 1.5 = C 2.5 = B 3.5 = A



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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.
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.
7. Any work submitted that demonstrates a good faith effort toward standard within the school's established hand-in policies shall be assessed with a score between 50 and 100 percent.
8. The district recognizes the need for teachers to differentiate between work that demonstrates a student's attempted progress towards standard and no attempt to progress towards standard. In the case where a student does not make an attempt to turn in work within the school's established hand-in policies, this work shall receive a 25 percent instead of a 50 percent. All efforts should be made by teachers to support students' good faith attempts towards a standard, and in such cases where a student makes a good faith effort within the school's established hand-in policies, the minimum grade shall be 50 percent.



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Retention

Students in grades 1–8 must pass 50% of their instructional program each year (excluding physical education) to be promoted to the next grade level. One of the subject areas that must be passed is ELA or its equivalent.

In addition to State code, 50% of the passing grade must include ELA and one other core subject.

Students can have no more than two failing grades in exploratory courses (e.g., health, physical education).

Promotion and Placement Requirements for Students with an IEP

For students with an Individualized Education Program (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.

Timeline

The following timeline is recommended for grades 6–8:

1. End of second marking period: Students who failed Reading/ELA or two core subjects will receive notice that they are in danger of failing for the year.
2. End of third marking period: Students who are failing Reading/ELA or two core subjects will be notified that their promotion is in danger.
3. Fourth marking period interims: Parents will be notified as to which subjects students are in danger of failing.
4. Academic interim warning(s) must be given to students and parents at any time during the marking period when it has been determined that a student is in danger of failing or is failing.

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