

Proctor Public Schools

Student Acceleration and Retention Procedure

Consideration for acceleration or retention must be done by request to the building principal in writing, utilizing the *Acceleration and Retention Request Form*. Recommendations for **acceleration/retention must be made by May 1**, for the following school year with the exception of Early Entrance to Kindergarten by August 15.

After the building principal receives the *Acceleration and Retention Request Form*, a building team including the principal, the student's teacher/s, the school counselor and other staff as appropriate, will meet to discuss all appropriate student data pertaining to acceleration/retention

Acceleration/Retention Criteria

Early Entrance to Kindergarten (requested prior to August 15 of school year)	<ul style="list-style-type: none"> • Students considered for early entrance to kindergarten must: <ul style="list-style-type: none"> ○ Turn 5 between September 1 and September 30 of the school year. ○ Complete a comprehensive assessment outside the school district which is paid for by the parents. The report must include information on the child's: <ul style="list-style-type: none"> ■ 1. social/emotional skills; ■ 2. intellectual ability; ■ 3. preschool readiness skills (academic); ■ 4. small and gross motor skills; and ■ 5. health history. ○ Provide a recommendation from a preschool teacher or other responsible adult not related to the family who has observed the child in a learning/social environment. ○ Obtain recommendation from a licensed psychologist. The cost of such a recommendation must be paid for by the parents. 								
Content-based acceleration	<ul style="list-style-type: none"> • Students considered for content-based acceleration must have 3 or more of the following criteria. <ul style="list-style-type: none"> ○ MCA trend data of exceeding consecutive years. ○ Exceeding grade level expectations in identified subject on grade level assessments. ○ Grade level team recommendation. ○ Exceed on next grade level standards placement assessment. 								
Grade-level acceleration	<ul style="list-style-type: none"> • Students considered for grade-level acceleration must have 3 or more of the following criteria. <ul style="list-style-type: none"> ○ MCA trend data of exceeding consecutive years. ○ Exceeding grade level expectations in all subjects on grade level assessments. ○ Grade level team recommendation. ○ Complete a comprehensive assessment outside the school district which is paid for by the parents. 								
Retention	<ul style="list-style-type: none"> • Students considered for retention must be reviewed by the MTSS/CST team. • The request to retain is a parental right. • No child will be retained unless all data that pertains to that student is reviewed. Data may include, but is not limited to the following: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;"><u>ELEMENTARY</u></th> <th style="text-align: center; padding: 5px;"><u>MIDDLE SCHOOL</u></th> <th style="text-align: center; padding: 5px;"><u>HIGH SCHOOL</u></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> • Reading/Math Benchmark Assessments • Reading/Math classroom unit assessments • MCA trend data • Other standardized tests or assessments </td> <td style="vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> • failed 5 or more classes • multiple failed targeted interventions. • MCA trend data • Other standardized tests or classroom assessments </td> <td style="vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> • To be considered a <ul style="list-style-type: none"> ○ 10th grader, a student must have earned 4.5 credits. ○ 11th grader, a student must have earned 9.0 credits. ○ 12th grader, a student must have earned 16.0 credits. • To graduate from PHS, a student must have earned 23.0 credits and satisfied the requirements for credits in core subject areas and electives. </td> </tr> </tbody> </table>			<u>ELEMENTARY</u>	<u>MIDDLE SCHOOL</u>	<u>HIGH SCHOOL</u>	<ul style="list-style-type: none"> • Reading/Math Benchmark Assessments • Reading/Math classroom unit assessments • MCA trend data • Other standardized tests or assessments 	<ul style="list-style-type: none"> • failed 5 or more classes • multiple failed targeted interventions. • MCA trend data • Other standardized tests or classroom assessments 	<ul style="list-style-type: none"> • To be considered a <ul style="list-style-type: none"> ○ 10th grader, a student must have earned 4.5 credits. ○ 11th grader, a student must have earned 9.0 credits. ○ 12th grader, a student must have earned 16.0 credits. • To graduate from PHS, a student must have earned 23.0 credits and satisfied the requirements for credits in core subject areas and electives.
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After the building team meeting, staff will conduct appropriate assessments and make appropriate interventions to ensure the building team and the parents/guardians have all necessary information to determine their recommendation on whether the student should be accelerated/retained.

The building team will notify/meet with the parents/guardians to discuss the student's potential acceleration/retention.

- A. If all members of the team and parents/guardians unanimously agree that the students should be accelerated/retained, then the student will be for the following school year.
- B. If all members of the team and parents/guardians do not unanimously agree that the student should be accelerated/retained, then the student will continue on the determined grade level course.

The timeline may be modified as necessary, on a case-by-case- basis as determined by school administration.. At any point during the acceleration process, parents/guardians may request placement with grade level peers.

