

KIPP: Nashville Board of Directors

Monitoring:	Descriptor Term:	Policy:	Issued:
Annually	Promotion, Retention, Grading, and Assessment	4603	12/2/2019 Revised: 1/24/2024

OVERVIEW

KIPP Nashville expects students to meet grade-level standards and progress through each grade within one school year. To accomplish this, instruction should be focused on the state academic standards, accommodate the varying needs and interests of individual students, and include strategies for addressing academic deficiencies. To further promote student learning, schools and parents should form partnerships that involve parents in their child's education; foster shared responsibility among students, parents, and staff; and encourage ongoing two-way communication between parents and the school.

Students shall progress through the grade levels by demonstrating growth in learning and by meeting the grade-level State Board of Education approved Tennessee Academic Standards. Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. Students will be promoted to the next grade level in high school based on TN Academic Standards.

The following factors shall be considered in making a decision on promotion and retention:

- (1) *Mastery of essential competencies.* Students shall have mastered essential skills sufficiently to ensure a likelihood of success at the next grade level.
- (2) *Procedures for special populations.* Students who have been identified as special populations, including high risk students and others with special needs, shall be given special consideration. Placement of students with IEPs shall be determined by the IEP-Team.
- (3) *Flexible placement.* Use of conditional promotion, remedial summer programs, assignment to transitional classes, and other approaches to meeting the needs of students shall be given consideration.
- (4) *Attendance.* Attendance shall become a relevant factor only when excessive absenteeism becomes an educational problem.
- (5) *Conduct.* Retention shall not be used as a disciplinary measure.
- (6) *Previous retention.* Except under unusual circumstances, students shall not be retained more than once in the same grade.
- (7) *Grade level.* Retention shall be considered more appropriate in grades K-3.

K-3 Reading Notification

State and local assessments are given to measure a student's overall reading proficiency and mastery of grade-level standards. If a student in grades kindergarten through three (K-3) is not meeting the expectations of the grade-level of standards in reading, their parent or guardian shall be notified within fifteen calendar days.

A student shall not be retained under this policy due to limited English proficiency or due to an identified disability that impacts reading or a suspected disability that impacts literacy development.

Grading

Grades K-2 do not administer standard letter grades, but students receive a designation in alignment with their percent mastery of the state standards in a grading period. Beginning in grade 3, students receive quarterly report cards with letter grades according to percentage mastery of concepts measured on formative assessments.

- A (90-100)
- B (80-89)
- C (70-79)
- D (60-69)
- F (0-59)

The grades on the final report card are adjusted to include the student's score on TNReady assessments. To determine a student's final grade, KIPP Nashville schools will apply a curve to a student's TNReady score. The TNReady score will be calculated as a percentage by dividing the points earned by the total points possible. Then, the percentage will be curved, using guidance from either the TDOE or MNPS, to determine a student's adjusted TNReady score. The KIPP Nashville Chief of Schools will approve the final TNReady scoring formula once guidance regarding the curve is received. A student's adjusted TNReady score will account for the minimum percentage required by the district of the student's final grade received in each tested course. The minimum required percentages are:

District	Grades 3-8	Grades 9-12
Metro Nashville Public Schools	15%	15%
Tennessee Public Charter School Commission	10%	15%

If TNReady assessment results are not received by the school at least five (5) instructional days before the end of the course, the school may choose not to include the state assessment score in the student's final grade calculation.

Conduct grades are based on behavior and shall not impact quarterly report card grades.

Identification

Below are procedures for identification of students at risk of retention. Documented exceptions to these procedures may be made in special situations (e.g., special education students) with the approval of the cross functional team (teachers, interventionist, representative from special populations, grade level administrator and principal).

- (1) Schools shall identify students who demonstrate difficulty in achieving the requirements for promotion to the next grade level and therefore may be

considered for retention by February 1. However, a student may be identified for retention after February 1 if the delay is due to:

- a. Date of enrollment; or
- b. Additional information acquired after results of local assessment, screening, or monitoring are released.

- (2) If the student is failing to make normal progress, the parents must be notified of concerns early, so that the school and home may cooperate in helping him/her achieve greater success.
- (3) The teacher shall utilize the cross functional team in attempting to help a student who is not progressing at a normal pace and in making decisions to retain.
- (4) The teacher is to discuss possible retention with the school principal prior to discussion with the parent.
- (5) A student retention worksheet and signed parent letter must be on file at the school for each student retained.
- (6) Parent notification of the recommendation to retain or promote is to be given as early as possible in the school year, but no later than three weeks following the end of the school year. Notification of retention is to include a note on the report card for the fourth quarter.

When a teacher begins to have a concern regarding whether a particular student may need to be retained, the teacher should bring their concerns to the S-team (school support) for review and discussion. This group should be a place where strategies and supports for the student in question are discussed. The decision to retain a particular student should be made as a last resort by a grade level when all else has failed and a specific program for the retention year has been developed.

When a student is considered for retention, the student's parent/guardian shall be notified within fifteen (15) days, and an individualized promotion plan shall be developed to help the student avoid retention. This plan shall be provided to the student's parent/guardian and the school shall offer to hold a parent-teacher conference to discuss the promotion plan. The school would monitor the student closely to determine if additional supports are needed for the retention year to be successful. A student who demonstrates sufficient progress with the strategies included in his or her promotion plan during the school year shall be promoted to the next grade level.

Parents should be notified by the teacher of the student whose difficulties in the classroom raises concerns. The parents should be apprised of what strategies and supports have been put in place to help their child make requisite progress. Upon notification that their child is not experiencing normal progress in the classroom, a regular communication process should be established and agreed to for the purpose of working together to help the student achieve greater progress.

If the interventions and strategies developed through the cross functional team and home community do not produce appropriate success for the student, then a meeting with the parent and the cross functional team will be held within the appropriate time frame to

discuss the current state of the student's progress, and a decision will be made to either retain or promote.

The teacher and cross functional team will meet with the parents to inform them of the decision at least 30 days prior to the start of the next school year. Parents and guardians shall be notified of their right to appeal a retention decision to the Chief of Schools.

Retention

For KIPP Nashville schools serving students in grades kindergarten through eight (K-8), A student may be retained when, in the judgment of the student's teacher and/or the student's IEP team, such retention is in the best interest of the student. However, a student shall not be retained more than once in any grade. Additionally, retention of multilingual learner (ML) students shall not be based solely on English language proficiency.

A student in the third grade shall not be promoted to the next grade level unless the student is determined to be proficient in English Language arts (ELA) based on the student's achieving a performance level rating of "on track" or "mastered" on the ELA portion of the student's most recent Tennessee comprehensive assessment program (TCAP) test. KIPP will adhere to the guidance of the State Board of Education to provide opportunities for intervention to assess a student's level before promotion.

Any third-grade student who is not proficient in ELA, as determined by the student's achieving a performance level of "below" or "approaching" on the ELA portion of the student's most recent TCAP test may be promoted if:

- (1) The student is a ML learner and has received less than two (2) years of ELA; or
- (2) The student was previously retained in any grade kindergarten through three (K-3); or
- (3) The student is retested before beginning the next school year and scores proficient with "meets" or "exceeds" in ELA;
- (4) Disability or suspected disability
- (5) The student demonstrates on-grade level reading proficiency by scoring in the fortieth (40th) percentile or above on the most recently administered state-provided Universal reading screener benchmark assessment, if administered in a test environment

Students that scored in the "approaching" category may be promoted if one of the following are met: (1) or (2) and (3)

- (1) The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a ninety percent (90%) attendance rate at the camp, and the performance on the post-test administered at the end of the learning loss bridge camp demonstrates adequate growth, as determined by the Department of Education; or
- (2) The student is assigned a tutor through the Tennessee accelerating literacy and learning corps (TALLC) for the entirety of the upcoming school year based on requirements established by the Department of Education;

AND

(3) The student demonstrates on-grade level mastery of the Tennessee State standards by scoring Meets or exceeds on the State test (TN Ready)

Students that scored in the “below” category may be promoted if one of the following are met: (1) and (2) and (3)

(1) The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a ninety percent (90%) attendance rate at the camp, and the performance on the post-test administered at the end of the learning loss bridge camp demonstrates adequate growth, as determined by the Department of Education;

AND

(2) The student is assigned a tutor through the Tennessee accelerating literacy and learning corps (TALLC) for the entirety of the upcoming school year based on requirements established by the Department of Education;

AND

(3) The student demonstrates on-grade level mastery of the Tennessee State standards by scoring Meets or exceeds on the State test (TN Ready)

a. Promotion to the fourth grade pursuant to this option may occur after the student’s parent and/or guardian is notified in writing of the benefits of enrolling the student in the learning loss bridge camp and encouraged the parent or guardian to do so.

Retained

If a student is retained, the principal or their designee shall develop an academic remediation plan prior to the start of the next school year. A copy of the plan shall be provided to the student’s parent/guardian within ten (10) days of its development. This plan shall include at least one (1) of the following strategies:

- (1) Adjustment to the current instructional strategies or materials;
- (2) Additional instructional time;
- (3) Individual tutoring outside of school hours;
- (4) Modification to the student’s classroom assignment to ensure the student receives instruction from a highly effective teacher; or
- (5) Attendance or truancy interventions.

Procedures for Retained Students

Record Keeping

The school’s policy shall include procedures to ensure appropriate record keeping and proper monitoring of students who are retained, including reporting progress to parents at least three (3) times during the school year of retention. Documentation of all academic information pertaining to the student (report cards, progress reports, academic parent-teacher conferences will be documented and filed in the students cum folder. All correspondence between the school and student will be recorded and filed. If necessary, documentation will be referenced to support the school’s recommendation to retain.

Monitoring

The school's policy shall include procedures to ensure appropriate record keeping and proper monitoring of students who are retained, including reporting progress to parents at least three (3) times during the school year of retention. Families of students who are in danger of retention will be asked to meet at least three times before a formal meeting to retain. During each meeting, the school will communicate the student's academic progress or regression. Beyond academic data, the student's attendance data will also be recorded and referenced when considering retention. Daily academic data, MAP assessments and mClass assessments will be academic points that are considered when having a promotion in doubt meeting with a family. Beyond the student's report card, students will receive at least three additional reports that summarize the progress or regress of the student's academics. The aforementioned academic and attendance data points will be referenced in all meetings pertaining to promotion in doubt.

If a student is showing adequate progress throughout the year communication around retention will only be communicated regarding their performance on TN Ready.

Reporting Progress

The school's policy shall include procedures to ensure appropriate record keeping and proper monitoring of students who are retained, including reporting progress to parents at least three (3) times during the school year of retention.