



Promotion and Retention Policy

Chico Country Day School

Chico Country Day School Board of Education expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the varying interest and growth patterns of individual students and include strategies for addressing academic deficiencies. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade level standards of student achievement.

Responsibilities

The Director of Education or designee shall be responsible for determining the benefits and detriments to retention or promotion in grades K-8. Input from the teacher and parents/guardians shall be sought and considered during the decision making process.

Retention

- Teachers shall identify students and notify parents who are ineligible to promote from their current grade level as early as possible in the school year and as early as possible in their school careers as practicable.
- Parents will be made aware of student progress through ongoing diagnostic assessments.
- Students will be identified for retention on the basis of failure to meet minimum levels of proficiency based on the following:
 - Performance on multiple measures assessments (including but not limited to state standardized testing)
 - Social Emotional readiness
 - Student grades
 - Students between the grades 2-4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts and mathematics shall be the basis for identifying students between grades 4-8. (E.C. 48070.5)
- Students at risk of retention shall be the subject of a Student Success Team meeting in addition to parent/teacher meetings to determine the extent of additional instructional interventions/resources provided for increased student achievement.
- CCDS Retention/Promotion Agreement will be signed and recorded.

- While it is not legally required that a student’s parents/guardians approve of the retention decision, the Director of Education or designee shall make every effort to include the parents/guardians in the decision making process.

Promotion:

- When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student’s maturity level shall be taken into consideration in making a determination to accelerate a student.
- While it is not legally required that a student’s parents/guardians approve of the promotion decision, the Director of Education or designee shall make every effort to include the parents/guardians in the decision making process.

Appeals:

Parents/guardians may appeal the decision by providing a written appeal which shows why the retention or promotion decision should be overruled. This appeal will reviewed by the Education Panel composed of an administrator and teachers from the student’s current grade span. A written response will be provided to the parents as a result of the appeal hearing.

Resources

[Grade Retention and Promotion: Information for Parents](#)

[Summary: What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K--12 Student Academic Achievement](#)