

RESOLVED, That the School Reform Commission approve the Promotion and Graduation Policy for the 2005-06 school year:

The Promotion and Graduation Policy is aligned with and is supported by the School Reform Commission's Declaration of Education of 2004, which identifies the following Beliefs and Visions:

1. We believe all children can learn at high levels.
2. We believe all children can reach their learning potential and that the achievement gap can be eliminated.
3. We believe schools have an enormous impact on children's lives.
4. We believe the School District of Philadelphia can become a high performing organization.
5. We believe that all children should be educated in a safe and orderly environment.

One of the goals of the School Reform Commission is for students to achieve at the Proficient level or beyond in reading, mathematics and science. In order to assist students with this increased expectation, this policy provides for increased and systematic classroom supports, via the Comprehensive Student Assistance Process (CSAP). Failure to provide these supports jeopardizes the successful implementation of the Promotion and Graduation Policy.

In this document, student work at the Proficient and Basic Levels reflects grade level descriptors aligned with Pennsylvania Department of Education's (PDE) academic content standards. Proficient work indicates a solid understanding and adequate display of required skills. Basic work is approaching satisfactory performance but has not yet reached it. A student at the Basic level demonstrates a variety of competencies in grade-level work. Students functioning at the Basic level and above should be promoted to the next grade.

Students performing above grade level shall have differentiated opportunities for accelerated learning. This policy does not allow grade level acceleration (skipping grades).

I. Kindergarten Promotion Standards

- A. The Kindergarten teacher shall review all pertinent pre-school records, including the Child Observation Record (COR) or the Adjusting Scales for Preschool Intervention (ASPI) in order to determine each child's entry-level skills.

- B. The teacher shall take the following actions for each student who is performing below the Basic level on approved assessments, i.e., DIBELS, Everyday Math end-of-unit tests, etc:
 - 1. Notify the parent of the student's lack of academic progress.
 - 2. Discuss small groups of struggling students at a CSAP Tier I meeting and begin or continue providing small group instruction and other supports.
 - 3. Document group interventions via CSAP Support Logs.
- C. By the end of the second marking period, the teacher shall take the following actions for each student who is performing below the Basic level on approved assessments:
 - 1. Notify the parent of the student's lack of academic progress.
 - 2. Begin or continue to provide CSAP interventions.
 - 3. Comply with mandated CSAP timeframes, activities and related documentation.
- D. At the end of the school year, the Kindergarten teacher shall forward CSAP Support Logs and other relevant data for use during the subsequent school year for students who score below the Basic level on the approved end-of-year assessments.
- E. Kindergarten students may not be retained unless requested by the parent, and may not be retained more than once. Retention must be supported by the Principal and Regional Superintendent.

II. General Promotion Standards for Grades 1-8

- A. Supports/Interventions
 - 1. The teacher shall review the student's end-of-year profile from the previous year and any other pertinent school records, including CSAP Support Logs.
 - 2. In grade 1, the school shall notify the parent of each student who entered the grade performing below the Basic level. In grades 2 through 8, the school shall notify the parent of each student who scored below the 26th percentile in the Spring 2005 TerraNova.

3. The teacher shall begin or continue to follow the CSAP process for each identified student and maintain appropriate CSAP Support Logs. Support provided via CSAP must occur within mandated timeframes for each level of intervention.
4. Students in grades 2 through 8 who scored below the 26th percentile in the spring 2005 administration of the TerraNova test will receive 120 hours of additional supports, including Extended Day and Summer Program. Schools shall notify parents of the importance of the student's participation in the 120 hours of support.
5. Students in grades 2 through 8 who scored between the 26th and 49th percentile in the spring administration of the TerraNova test shall be encouraged, but not required, to participate in 120 hours of additional supports, including Extended Day and Summer Program. Parents and students shall be advised that the requirements may be stricter in following years.
6. Following the end of the second marking period, for a student who is performing below the Basic level, the teacher shall continue providing supports, or refer students to CSAP Tier II for individualized intervention planning. Parents shall be notified of the child's level of achievement and invited to participate in the CSAP Tier II meeting. Support provided via CSAP must occur within mandated timeframes for each level of intervention.
7. At the end of the school year, the teacher shall forward intervention plans and all supporting data for use during the subsequent school year for students who score below the Basic level on End-of-Grade (EOG) tests and score below the Basic level in other content area measurements, as defined by performance descriptors aligned with PDE standards and found in the Core Curriculum.

III. Grade Specific Guidelines

A. Grade One and Two Promotion Guidelines

1. A student in grade 1 must have a Reading level of G or above, and a Math level of Basic, Proficient or Advanced (2, 3, or 4).
2. A student in grade 2 must have a Reading level of L or above, a Math level of Basic, Proficient or Advanced (2, 3, 4), and a Science level of Basic, Proficient or Advanced (2, 3, or 4).

B. Grade Three Promotion Guidelines

A student must:

- Have a Reading level of N or above, a Math level of Basic, Proficient or Advanced (2, 3, or 4), and a Science level of Basic, Proficient, or Advanced (2, 3, or 4).

AND

Score at Basic or above in End-of-Grade assessments in Reading and Math.

AND

- Participate successfully in a group Multidisciplinary Project or Service Learning Project.

C. Grades Four, Five, Six and Seven Promotion Guidelines

1. A student must achieve at least at the Basic level in Reading and Mathematics, as defined by performance descriptors aligned with PDE standards and found in the Core Curriculum, and earn a passing grade in Science.
2. A student must score at Basic or above in End-of-Grade assessments in Reading and Math.

D. Grade Eight Promotion Guidelines

A student must:

- Achieve at least at the Basic level in Reading and Mathematics, as defined by performance descriptors aligned with PDE standards and found in the Core Curriculum, and earn a passing grade in Science and Social Studies.

AND

Score at Basic or above in End-of-Grade assessments in Reading and Math.

AND

- Participate successfully in a Multidisciplinary Project or a Service Learning Project.

E. June Decision

- Promoted if promotion criteria are met.
- Assigned to Summer Program as part of the 120 hours of support, if promotion criteria are not met. A student assigned to Summer Program will be expected to pass an End-of-Summer Program assessment.

F. August Decision

- Promoted if student scores at least at the Basic level of the End-of-Summer Program assessment.
- Assigned to Next Grade if student does not score at least at the Basic level of the End-of-Summer Program assessment, but has participated in 120 hours of additional support.
- Retained if student does not take, or does not score at, the Basic level of the End-of-Summer Program assessment and has not participated in 120 hours of additional support.

Parents have the right to appeal promotion decisions. If the parent and Principal cannot resolve the dispute, the Regional Superintendent will make the final decision about promotion.

IV. High School Promotion and Graduation Standards

A. General Promotion Guidelines

1. Promotion from grade to grade should be based on credits earned:
 - Promotion to 10th grade – 5 credits
 - Promotion to 11th grade – 11 credits
 - Promotion to 12th grade -17.5 credit or sufficient number of credits to reach 23.5 by the end of 12th grade
2. A passing grade at the high school level is described as a D or higher (65 or higher).

B. General Graduation Guidelines

1. A Grade 12 student shall graduate if he/she has
 - Has earned a total of 23.5 credits, which include:

4 in English
3 in Mathematics
3 in Science
3 in Social Studies
1 in African American History •
2 in World Language
2 in Arts and Humanities
1 in Physical Education
.5 in Health
4 in electives

* This requirement becomes effective with the graduating class of 2009.

One elective must be one of the following: Mathematics, Science, International Baccalaureate or Advanced Placement courses. Special admission schools and other criteria-based schools or programs may predetermine the electives to require additional subject area credits in math, science or others.

- And completed a Multidisciplinary Project or a Service Learning Project successfully.
2. For students who scored below the 26th percentile in the spring 2005 administration of the TerraNova, the teacher shall begin or continue to provide CSAP interventions, including differentiating instruction and programs of demonstrated effectiveness. Teachers shall comply with mandated CSAP timeframes, activities and related documentation, including CSAP Support Logs.
 3. For students who scored below the 26th percentile in the spring 2005 administration of the TerraNova, additional remedial supports may be developed, pending an impact study by the district.
 4. A student in grade 12 who does not meet the graduation criteria, and who is within 2 credits of the required number for graduation, shall be assigned to a Summer Program and shall be retained if he/she does not attend or if he/she does not complete the Summer Program satisfactorily.
 5. A student in grade 12 who is missing 3 or more credits shall be assigned to Summer Program to earn up to 2 credits and shall be retained for the remainder of the credits.

C. June Decision

1. A student accumulating sufficient credits shall be promoted to the next grade, or shall graduate.
2. A student who has not accumulated sufficient credits for promotion or graduation due to failures shall be assigned to attend the District's Summer Program or an accredited Summer Program outside the District.

D. August Decision

1. A student passing Summer Program courses shall have the appropriate credits added to his/her archive and shall be promoted to the next grade, or shall graduate, if the new credit total meets required total.
2. A student shall be retained in his/her grade if:
 - a. He/she did not attend an accredited Summer Program
 - b. He/she did attend an accredited Summer Program but did not pass the courses taken in the Summer Program
 - c. He/she did not pass courses in an accredited Summer Program

Regional Superintendents, in consultation with principals, shall make the final decision on awarding credit for classes taken if there is any dispute.

V. Guidelines for English Language Learners

- A. English Language Learners who are at the Pre-Emergent, Emergent or Basic level of English proficiency shall not be retained unless the parents and the school agree that retention would be in the best interest of the child.
- B. English Language Learners are expected to make ongoing progress in ESOL and content areas. Consideration shall be given to prior educational and life experiences and age of child upon entering our school system. An ELL student who seems to be stalled at any ESOL level, beyond what would normally be expected given individual circumstances, shall be referred to the Comprehensive Student Assistance Process (CSAP) in a timely way.
- C. High school students with 6 years of documented instruction in their native language shall be awarded 2 World Language credits.

- D. In addition to all other requirements for Graduation, grade 12 English Language Learners must score at the Intermediate level or above on a language proficiency assessment administered in early spring of grade 11 or 12.
- E. All English Language Learners are strongly encouraged to participate in Summer Programs.

VI. Guidelines for Students with Disabilities

- A. Children with disabilities shall be promoted or shall graduate if they complete satisfactorily a special education program developed by an Individualized Education Program team.
- B. All students with disabilities are strongly encouraged to participate in Summer Programs.