

ADMINISTRATIVE PROCEDURES PROMOTION AND RETENTION  
(Attachment for Policy No. 215)

**Purpose:**

The School District of Philadelphia is committed to excellence in student accomplishments and recognizes the contribution of a district wide promotion policy moving all schools to models of achievement. Such a program shall recognize that in the personal, social, academic, and physical growth of the individual student and, accordingly, each may be placed in the educational setting most appropriate to his/her current needs.

**Procedures:**

Promotion and Retention

**Guidelines for all students, including students in criterion based programs/schools, e.g. CTE, Dual Enrollment, etc., who have failed (earning a “N” in Kindergarten or 59% and below in grades 1-12) or in danger of failing (69% and below) the first, second, and/or third marking period (s):**

- Students who have failed or in danger of failing (earning a 69% or below) must be referred to the school’s Multi-Tiered System of Support (MTSS) team to identify appropriate interventions and develop instructional support plans.
- Plans must include measurable goals and will be monitored by the teacher and members of the MTSS Team as a response to intervention.

**Guidelines for the promotion/retention of kindergarten students can be referenced at the following link which is updated quarterly:**

<https://www.philasd.org/curriculum/curriculum-and-instruction/markings-guidelines/>

- Retention in kindergarten is permitted, only if the parent or guardian, the teacher, the principal, and the assistant superintendent agree that retention is in the best interest of the child. Such cases must be referred to the assistant superintendent by the term *4 interim report* accompanied with supporting documentation (which should include a letter signed by the parent and principal).

**Guidelines for the promotion/retention of students in grades 1 through 8 can be referenced at the following link which is updated quarterly:**

<https://www.philasd.org/curriculum/curriculum-and-instruction/markings-guidelines/>

**Promotion Policy (as applies to grades 1-8)**

- In grades 1 and 2, students must pass reading and math.

- In grades 3 through 7, students must pass reading, math and science.
- In grade 8, students must pass reading, math, science and social studies.

**Guidelines for the promotion/retention of students in grades 9 through 12 can be referenced at the following link which is updated quarterly:**

<https://www.philasd.org/curriculum/curriculum-and-instruction/marking-guidelines/>

Students in grades 9, 10, and 11 must accumulate the following credits in order to be promoted:

- Grade 9 to 10: 5 credits
- Grade 10 to 11: 11 credits
- Grade 11 to 12: 17.5 credits

**Guidelines for the promotion/retention of students in grades 9-12:**

- Students deficient in credits, including students in criterion based programs/schools (ex. CTE, Dual Enrollment, etc.), will receive a letter by the end of the 1st term stating their credit deficiency and the availability of credit recovery.

**Guidelines for the Promotion/Retention of Students in Career and Technical Education (CTE) Programs of Study:**

- In order to participate in a CTE Program of Study, students and parents must sign an agreement that outlines expectations and requirements to successfully progress in and graduate from the chosen CTE program.

*Promotion Policy:*

**3 Year CTE Programs (Levels I through III)**

- Entering into Level I CTE Program, students must be on-track to graduate in accordance with the District's Promotion policy, or must have a planned course of credit recovery.
- Promotion from Level I to level II CTE Program, students must be on-track to graduate in accordance with the District's Promotion Policy, or must have a planned course of credit recovery, and have passed the Level I CTE program.
- Promotion from Level II to Level III CTE Program, students must be on-track to graduate in accordance with the District's Promotion Policy, or must have a planned course of credit recovery, and have passed the Level II CTE program.
- Promotion from Level III to Graduation, students must be on-track to graduate in accordance with the District's Promotion Policy, or must have a planned course of credit recovery, and have passed the Level III CTE program.
- If students fail a Level I or II CTE course, the students will be simultaneously rostered into a CTE competency/credit recovery course for the first semester of the following year and the next Level CTE course.

- If students fail a Level III course, the students will be permitted to graduate provided all other district graduation requirements are met. However, the school may choose to deny the students the privilege to walk in their school's graduation ceremony.

### **2 Year CTE Programs (Levels I through II):**

- Entering into a Level I CTE Program, students must be on-track to graduate in accordance with the District's Promotion policy, or must have a planned course of credit recovery.
- Promotion from Level I to level II CTE Program, students must be on-track to graduate in accordance with the District's Promotion Policy, or must have a planned course of credit recovery, and have passed the Level I CTE program. Promotion from Level II to Graduation, students must be on-track to graduate in accordance with the District's Promotion Policy, or must have a planned course of credit recovery, and have passed the Level II CTE program.
- If students fail a Level I CTE course, the students will be simultaneously rostered into a CTE competency/credit recovery course for the first semester of the following year and the next Level CTE course.
- If students fail a Level II course, the students will be permitted to graduate provided all other district graduation requirements are met. However, the school may choose to deny the students the privilege to walk in their school's graduation ceremony.

### **Guidelines for the promotion/retention of students with IEPs**

Students with disabilities are expected to make ongoing progress on their IEP goals and objectives that are based on the general education curriculum. The IEP is an educational plan that should be tailored to meet your child's unique needs. The program, or plan, describes what a child needs to enable him to be involved in and make progress in the general education curriculum. Progress monitoring must take place to ensure that the elementary and secondary grades are awarded, based on the students' IEP goals. Students with IEPs who are not meeting their IEP goals must reconvene the IEP meeting. Careful consideration in the development, implementation, and revision of the student's individualized education program (IEP) should prevent student failure.

### **Policy for the promotion/retention of English Language Learners (ELL) students:**

<https://www.philasd.org/src/wp-content/uploads/sites/80/2018/01/Policy-138.pdf>

- An EL may not be retained in a grade based solely on his/her lack of English proficiency.

### **Guidelines for the promotion/retention of students attending an Innovation School, as determined by the Superintendent or designee:**

- The school's graduation requirements must meet or exceed the district's graduation requirements. The school's graduation requirement must align to the Pennsylvania Department of Education's graduation requirements.
- Due to the competency-based model of the Innovation Schools, students will be able to accrue credit in half credit intervals. The Office of School Organization, in consultation with the Assistant Superintendent and principals, will grant partial credit course codes on a school-by-school basis.
- The Chiefs of Schools and Academic Supports will approve the alignment of competencies to course credit attainment and the schedule for end-of-course and Keystone Assessment participation.

### Graduation Requirements

A 12th grade student shall graduate if he/she:

- Successfully completes a Multidisciplinary Project or a Service Learning Project
- Earns 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
  - 0.5 in Health
  - 4 in electives

One elective must be a college preparatory Mathematics or Science course, an IB course, an AP course, or a terminal CTE course. Schools or programs may predetermine specific subject area elective credits.

Scheduling errors and/or missing transfer transcripts do not exempt a student from completely fulfilling district graduation requirements. The Chief of Schools must approve any substitutions for requirements in writing.

All children with disabilities in Pennsylvania have the right to earn a regular high school diploma. Children can earn a diploma by completing the same courses and earning the same number of credits as regular education children. Or, a high school diploma can be awarded to a child with a disability who completes the special education program developed by the IEP Team, graduating by IEP goals.

In addition to the District's graduation requirements, students of the class of 2022 and beyond must meet any one of the following pathways specified in the Pennsylvania Department of Education's Graduation Requirements:

- 1) Scoring proficient or advanced on each Keystone Exam-Algebra I, Literature, and Biology.

- 2) Earning a satisfactory composite score on the Algebra I, Literature, and Biology Keystone Exams (determined in 8/19) .
- 3) Earning a passing grade in the course associated with each Keystone Exam, and satisfactorily complete one of the following: alternate assessments (SAT, PSAT, ACT, ASVAB, Gold Level ACT WorkKeys); advanced coursework (AP, IB, dual enrollment); pre-apprenticeship; acceptance in a 4-year nonprofit institution of higher education for college-level coursework. \*\*\*criteria associated with alternative tests and advanced coursework coming in August 2019.
- 4) Earning a passing grade in courses associated with each Keystone Exams and pass the National Occupational Competency Testing Institute (NOCTI) or the National Institute of Metalworking Skills (NIMS) assessment in an approved Career and Technical Education concentration.
- 5) Earning a passing grade in the courses associated with each Keystone Exam, and demonstrate readiness for postsecondary engagement through three pieces of evidence from the student's career portfolio aligned to student goals and career plan. Examples of evidence will include ACT WorkKeys, SAT Subject tests, AP, IB, and concurrent coursework, higher education acceptance, community learning project, completion of an internship, externship or co-op, or full-time employment.