

# TENNESSEE STATE BOARD OF EDUCATION

## PROMOTION AND RETENTION POLICY

3.300

### Policy Sections

- I. Purpose
- II. Promotion of 3<sup>rd</sup> and 4<sup>th</sup> Grade Students

#### I. Purpose.

- (1) Each Local Education Agency (LEA) or public charter school shall develop and implement a promotion and retention policy for students in grades kindergarten through eight (K-8) in compliance with T.C.A. § 49-6-3115, State Board Promotion and Retention Rule 0520-01-03-.16, and this policy. This policy further defines aspects of the State Board's Promotion and Retention Rule 0520-01-03-.16 with regard to the promotion and retention of students in third (3<sup>rd</sup>) and fourth (4<sup>th</sup>) grade.

#### II. Promotion of 3<sup>rd</sup> and 4<sup>th</sup> Grade Students.

- (1) Pursuant to T.C.A. § 49-6-3115, a student in the third (3<sup>rd</sup>) 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" (otherwise known as "met expectations" or "exceeded expectations") on the ELA portion of the student's most recent Tennessee Comprehensive Assessment Program (TCAP) test.
- (2) For purposes of this policy, a "student's most recent TCAP test" is the 3<sup>rd</sup> grade spring ELA TCAP, or the 3<sup>rd</sup> grade ELA TCAP retest opportunity, whichever score is higher.
- (3) A student in third (3<sup>rd</sup>) grade who is not proficient in ELA, as determined by the student's achieving a performance level rating of "approaching" on the ELA portion of the student's most recent TCAP test, may be promoted to the fourth (4<sup>th</sup>) grade if the student meets the requirements of any one (1) of the following pathways:
  - (a) Pathway 1. The student is an English language learner and has received less than two (2) full school years of ELA instruction;
  - (b) Pathway 2. The student was previously retained in any of the grades Kindergarten through three (K-3);
  - (c) Pathway 3. The student is retested in accordance with Department guidelines before the beginning of the next school year and scores proficient on the retest;

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- (d) Pathway 4. 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 student's performance on the post-test administered to the student at the end of the learning loss bridge camp, as required under T.C.A. § 49-6-1502(4)(F), demonstrates adequate growth;
1. Adequate growth is defined as a student improving scores between a baseline assessment and the post-test by at least five (5) percentage points. The baseline assessment is the ELA portion of the 3<sup>rd</sup> grade spring TCAP (excluding writing), unless a student moves into the “approaching” performance level as a result of the 3<sup>rd</sup> grade TCAP retest, in which case the baseline assessment for that student is the 3<sup>rd</sup> grade TCAP retest score. The post-test will be the Department of Education-developed, standards-aligned assessment administered at the conclusion of summer camps.<sup>1</sup>
  2. A student is eligible for this adequate growth promotion pathway if the student scores “approaching” on either the third (3<sup>rd</sup>) grade spring TCAP or on the ELA portion of the 3<sup>rd</sup> grade TCAP retest opportunity.
- (e) Pathway 5. The student receives high-dosage, low-ratio tutoring for the entirety of the upcoming school year from a Tennessee accelerating literacy and learning corps (TN ALL Corps) tutor. “High-dosage, low-ratio tutoring” is defined in State Board Rule 0520-01-03-.16.
- (f) Pathway 6: Beginning with third (3<sup>rd</sup>) grade students in the 2023-24 school year, the student demonstrates proficiency in ELA standards based on the student scoring at or above the fiftieth (50<sup>th</sup>) percentile on the most recently administered state-provided benchmark assessment, if the benchmark assessment is administered to the student in a test environment, in accordance with Department guidance, and the student's LEA or public charter school agrees to provide tutoring services to the student for the entirety of the student's fourth (4<sup>th</sup>) grade year.
1. If a student is promoted to the fourth (4<sup>th</sup>) grade pursuant to this Pathway 6, then the student's LEA or public charter school shall notify the student's parent or guardian, in writing, of the benefits of enrolling their student in a learning loss bridge camp and encouraging the parent or guardian to do so.
  2. As defined in State Board Rule 0520-01-03-.16, “state-provided benchmark assessment” means the Tennessee Universal Reading

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<sup>1</sup> If a student does not achieve adequate growth on the post-test, the student may utilize Pathway 5 set forth in subparagraph (e) to be promoted to the fourth (4<sup>th</sup>) grade.

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Screener provided by the Department.

3. The tutoring services provided to the student for the entirety of the student's fourth (4<sup>th</sup>) grade year must be high-dosage, low ratio tutoring, as defined in State Board Rule 0520-01-03-.16.
- (4) LEAs and public charter schools may allow students opportunities to make up missed days of the learning loss bridge camps prior to the beginning of the next school year. If the LEA or public charter school chooses to allow make up days, they shall develop local policies and procedures governing make-up days. Those policies shall include, but are not limited to, the following:
  - (a) The documentation that must be provided, if any, for a student to be eligible to make up a day of camp missed;
  - (b) The total number of camp days a student may make up over the summer;
  - (c) The specific procedure and timelines for making up days missed;
  - (d) A procedure for notifying parents of the summer camp attendance policy;
  - (e) A procedure for how each individual student's attendance, including make up days, will be documented and maintained; and
  - (f) A timeline for when a student who participates in summer camp make up days will take the post-test in order for the LEA or public charter school to make promotion or retention determinations prior to the beginning of the next school year.
- (5) The parent or legal guardian of a student who is identified for retention in 3rd grade pursuant to T.C.A. § 49-6-3115 based on the student's achieving a performance level rating of "approaching" on the ELA portion of the student's most recent TCAP test, may appeal directly to the Department in accordance with the procedures outlined in State Board Rule 0520-01-03-.16 and Department guidelines. A parent or legal guardian may give consent to certain school personnel to file an appeal for the student if requirements set forth in Rule 0520-01-03-.16 are met.
- (6) A student in 3<sup>rd</sup> grade who is not proficient in ELA, as determined by the student's achieving a performance level rating of "below" on the ELA portion of the student's most recent TCAP test may be promoted to the fourth (4th) grade if the student meets the requirements of any one (1) of the following pathways:
  - (a) Pathway 1. The student is an English language learner and has received less than two (2) full school years of ELA instruction;

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- (b) Pathway 2. The student was previously retained in any of the grades Kindergarten through three (K-3);
  - (c) Pathway 3. The student retested in accordance with Department guidelines before the beginning of the next school year and scores proficient on the retest; or
  - (d) Pathway 4. 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 receives high-dosage, low-ratio tutoring for the entirety of the upcoming school year from a TN ALL Corps tutor. "High-dosage, low-ratio tutoring" is defined in State Board Rule 0520-01-03-.16.
- (7) A student who is promoted to the fourth (4<sup>th</sup>) grade pursuant to Pathway 5 in paragraph (3)(e) or Pathway 4 in paragraph (6)(d) must show adequate growth on the fourth (4<sup>th</sup>) grade ELA portion of the TCAP test before the student may be promoted to the fifth (5<sup>th</sup>) grade. A student must demonstrate adequate growth on the fourth (4<sup>th</sup>) grade ELA portion of the TCAP test through one (1) of the following methods:
- (a) Method 1: The student scores "met expectations" or "exceeded expectations" on the 4<sup>th</sup> grade ELA portion of the TCAP; or
  - (b) Method 2: The student meets or exceeds the student's individual fourth (4<sup>th</sup>) grade adequate growth target. The Department shall calculate each student's individual fourth (4<sup>th</sup>) grade adequate growth target on the fourth (4<sup>th</sup>) grade ELA portion of the TCAP as follows:
    1. Step 1: The Department will use the ELA portion of the third (3<sup>rd</sup>) grade spring TCAP or 3<sup>rd</sup> grade TCAP retest results, whichever is higher, and TVAAS growth expectations to compute the probability that the student will be proficient in ELA in the fourth (4<sup>th</sup>) grade.
    2. Step 2: A student's probability of being proficient in ELA in the fourth (4<sup>th</sup>) grade will be subtracted from fifty percent (50%), which is the probability of a student scoring at the proficiency cut score.
    3. Step 3: The remainder in Step 2 is then divided by eight (8) to determine the student's individual fourth (4<sup>th</sup>) grade adequate growth target.
    4. Step 4: The student's individual fourth (4<sup>th</sup>) grade adequate growth target is then evaluated against the change in probability observed after the student takes the ELA portion of the fourth (4<sup>th</sup>) grade TCAP.

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- i. For students with individual fourth (4<sup>th</sup>) grade adequate growth targets equal to or greater than 1%, if a student's probability of being proficient in ELA in the fifth (5<sup>th</sup>) grade has grown equal to or greater than their individual fourth (4<sup>th</sup>) grade adequate growth target as determined through Steps 1 through 3, the student has demonstrated adequate growth.
  - ii. For students with individual fourth (4<sup>th</sup>) grade adequate growth targets less than one percent (1%), if the student's probability of being proficient in ELA in the fifth (5<sup>th</sup>) grade is greater than the prior year, the student has demonstrated adequate growth.
- (8) A student shall not be retained in fourth (4<sup>th</sup>) grade more than once.