
Promotion and Retention Policy 3.300

The Background:

The State Board's Promotion and Retention Policy 3.300 further defines aspects of Promotion and Retention Rule 0520-01-03-.16 for 3rd and 4th grade students.

T.C.A. § 49-6-3115 outlines pathways for a 3rd grade student who did not score proficient on the ELA portion of the TCAP to be promoted to the 4th grade. For students who scored "approaching" on the 3rd grade ELA portion of the TCAP or TCAP retake, one of the pathways to promotion includes receiving high-dosage, low ratio tutoring for the entirety of 4th grade. For students who scored "below" on the 3rd grade ELA TCAP, one of the pathways to promotion includes attending summer programming and receiving high-dosage, low-ratio tutoring for the entirety of the 4th grade. If a student pursues a promotion pathway involving 4th grade tutoring, the law requires that the student demonstrate adequate growth on the 4th grade ELA portion of the TCAP to be promoted to the 5th grade.

This item revises the policy to specify the definition of adequate growth on the ELA portion of the 4th grade TCAP. A student demonstrates adequate growth on the 4th grade ELA portion of the TCAP if the student meets or exceeds the student's individual 4th grade adequate growth target. The student's 4th grade adequate growth target will be calculated as follows:

- Step 1: The Department will use the ELA portion of the 3rd grade TCAP results and TVAAS growth expectations to compute the probability that the student will be proficient in ELA in the 4th grade.
- Step 2: A student's probability of being proficient in ELA in the 4th grade will be subtracted from 50%, which is the probability of a student scoring at the proficiency cut score.
- Step 3: The remainder in Step 2 is then divided by eight (8) to determine the student's individual 4th grade adequate growth target.
 - The remainder is divided by 8 because students participate in statewide assessments for ELA from 3rd grade to 10th grade, or 8 years. For a student to reach the target probability of proficiency (50%) by the 10th grade, it is assumed the student's growth target for one year on the 4th grade ELA TCAP is 1/8th of the gap to the target probability of proficiency.

The policy also specifies that a student also demonstrates 4th grade adequate growth if the student scores "met expectations" or "exceeded expectations" on the 4th grade ELA portion of the TCAP.

Revisions were also made to align the policy with revisions to the Promotion and Retention Rule 0520-01-03-.16 that are being proposed on first reading at this meeting.

The Fiscal Analysis Impact:

T.C.A. § 49-1-212 requires that the Department prepare a fiscal analysis of any policy, rule, or regulation proposed to the State Board of Education. This item has no financial impact on an LEA.

Connection to the [Master Plan](#):

This item supports the State Board's strategic focus on Literacy outlined in the Master Plan by ensuring students demonstrate growth toward mastery of state standards before being promoted to the next grade level.

The Recommendation:

The Department of Education recommends acceptance of this item on first reading. The SBE staff concurs with this recommendation.