

“Ready or Not...Here I Come”

***The extent to which social promotion
affects daily instructional practice***

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LEA Representative

Thoughts...



“Social promotion is the practice of promoting students who do not meet standards to the next grade in order to keep them with their peers.”

Rationale

Policy

- ❑ DC Code § 38-781.02

Principals Recommendation

- ❑ 5-E DCMR § 2201.6

Promotion Criteria

- ❑ 5-E DCMR § 2201.8

High School Promotion

- ❑ DC Code § 38-781.02(c)(2)

Absenteeism

- ❑ 5-E DCMR § 2201.4(a)

Retention Restrictions

Debate

Is social promotion a logical approach towards student achievement?

Ambiguity

It is unclear as to

Whose: decision has the greatest influence

What: should be done to adequately address the problem

Where: supports should be provided

When: conversations regarding social promotion should be held

Why: social promotion is so controversial

Literature Review

Searching Methods

- ☐ Proquest
- ☐ Sage
- ☐ ERIC
- ☐ Omnifile
- ☐ Teachers College Record



History

Social promotion derives from a group who held valid concern about the social and emotional development of children

Social & Emotional Learning



Emotional Intelligence

Findings

Student retention yields poor results **WHEN** done so after 2nd grade and with poor supports



Social Promotion

Pros

- ☐ Maintains self-esteem
- ☐ Keeps with same age peers
- ☐ Saves tons of money
(est. 13 billion per year)

Cons

- ☐ Provides a false sense of student progress
- ☐ Creates a narrative that one doesn't have to work hard to succeed
- ☐ Places unrealistic expectation on teachers

Data Process



"Ready or Not...Here I Come": The extent to which social promotion affect daily instructional practice?

Is social promotion the best approach for struggling scholars?

Below you will find questions about social promotion, your stance on student retention, and the overall affect these decisions have on educational infrastructure at large. The research derives from the ongoing educational debate regarding social promotion and its long-term affects on student achievement.

* Required

Which of the following best describes you? *

- ☐ Administrator
- ☐ Teacher
- ☐ Student
- ☐ Guardian
- ☐ Other

Have you ever been retained? *

- ☐ Yes
- ☐ No

Semi-structured
interviews and a 10-
question questionnaire
were the primary
source of data
collection

“Being held back a grade in middle school, substantially increased the chances that students dropped out of high school.”

Data Analysis

Sample

Twenty-eight Cluster 6 educators were granted access to a computer questionnaire which encompassed ten questions that varied in presentation (*i.e., multiple choice, dichotomous, and scaling*).



Consensus

79% of participants were in **favor** of **retention**.



“NASP encourages school districts to consider a wide array of well-researched, evidence-based, effective and responsible strategies in lieu of retention or social promotion.”

NASP (2003) Student GR & SP (Position Statement)

BIG CONCEPT



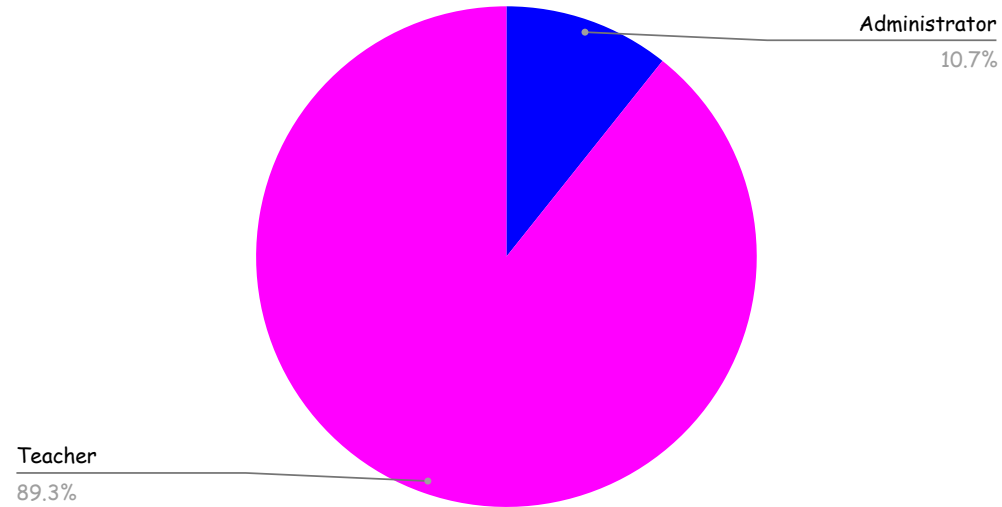
VS



Is there a "happy medium?"

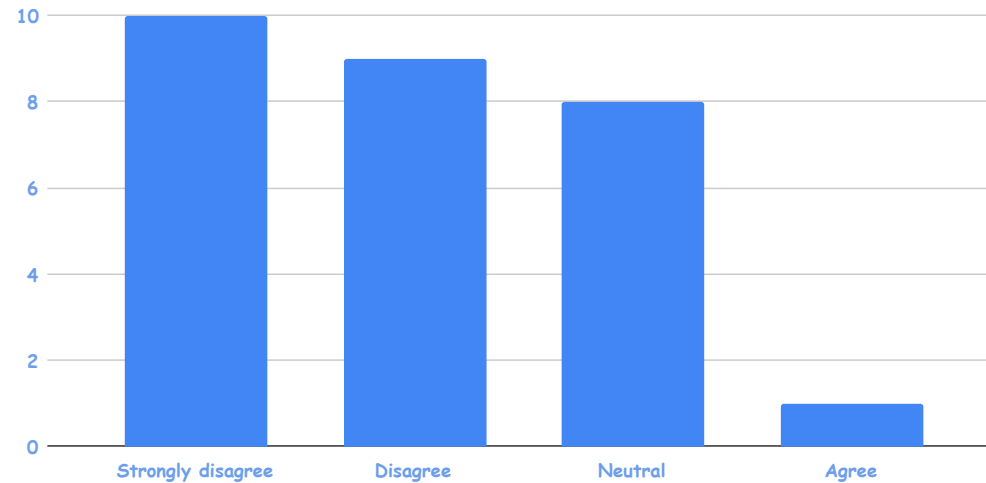
Results...

Which of the following best describes you?



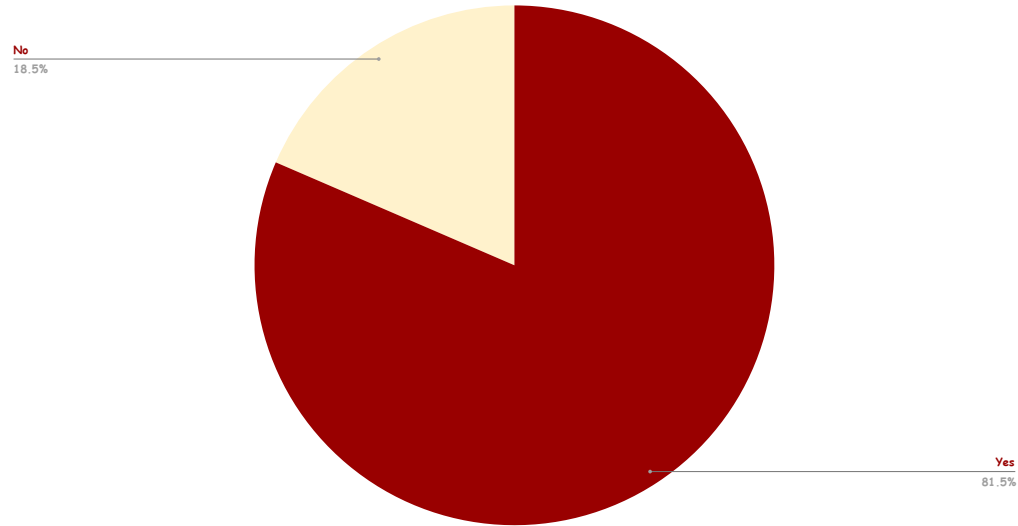
Results...

It is appropriate to place a scholar in a more challenging environment if he/she has yet to learn the necessary material

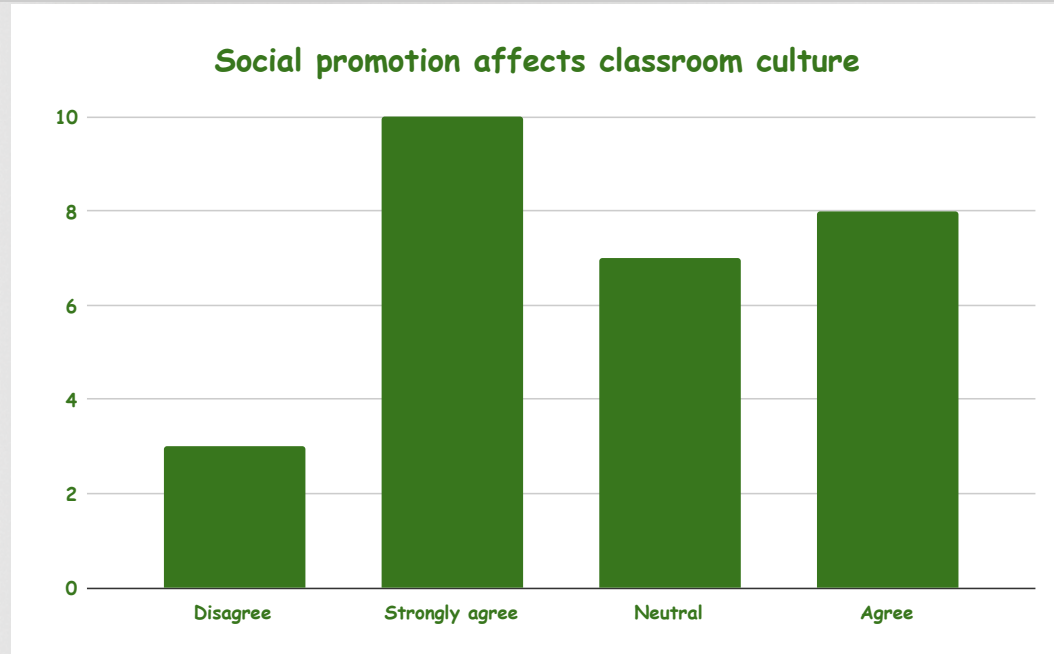


Results...

Are you in favor of a child repeating his/her grade level again due to a failure to meet grade level performance standards (e.g., academic, language, behavior, attendance difficulties)?



Results...

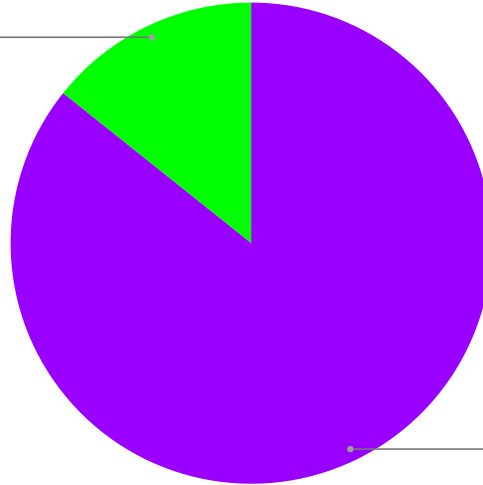


Results...

Do you support promoting a student to the next grade level despite low achievement in order to keep with social peers?

Yes

14.3%

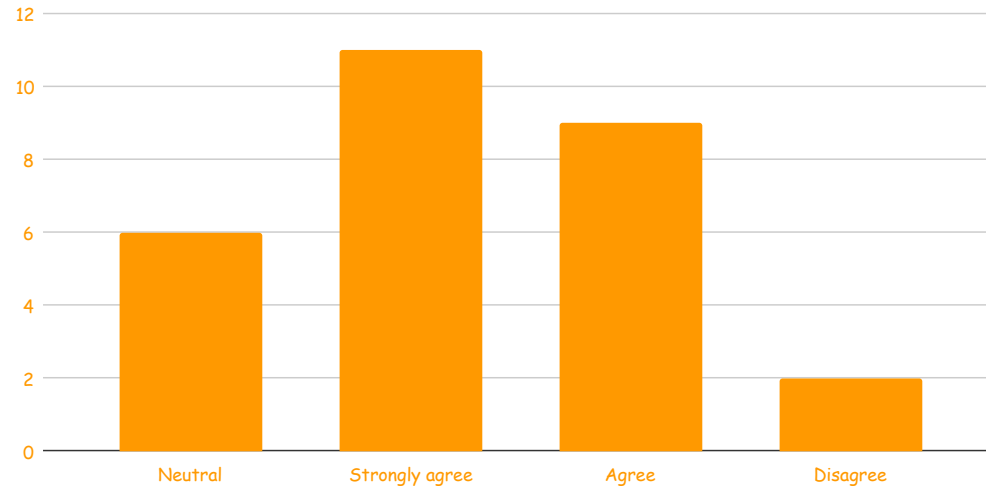


No

85.7%

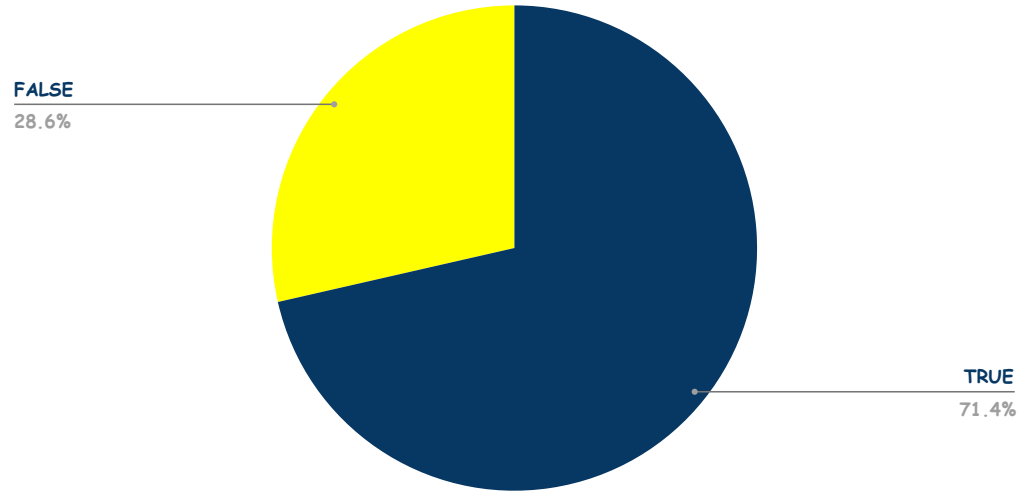
Results...

The delivery of classroom instruction becomes more challenging when teaching scholars who have been socially promoted



Results...

Does social promotion foster a false perception
(i.e., one does not have to work hard to succeed)?



Recommendations

Supports

- ☐ Consultation'
- ☐ Training
- ☐ Coaching Supports

To enhance the effectiveness of targeted interventions.



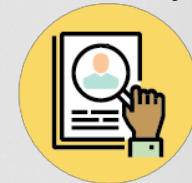
Policy

- ☐ Adequate funding
- ☐ Implement a multi-tiered system of supports

Early Identification

- ☐ State/local assessments
- ☐ Benchmarks
- ☐ Formative assessment measures

to identify students who are struggling academically and behaviorally



**Early
Identification**

THANKS!

Further Questions?

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