Memorandum

Date: September 27, 2021
To: Paul J. Casseri, Superintendent of Schools
From: Heather Lyon, Assistant Superintendent of Curriculum, Instruction, and
             Technology
Subject: Student Evaluation, Placement, and Promotion Handbook

This memo serves as a summary of the Student Evaluation, Placement, and Promotion (SEPP) Handbook.

As explained in the SEPP Handbook Introduction, the Lewiston-Porter Central School District SEPP Handbook provides detailed information regarding the processes used in the Lewiston-Porter Central School District specific to the policies:

1. "Student Evaluation, Promotion, and Placement" (7210)
2. "Response to Intervention" (7212)

It is our hope that the SEPP Handbook creates consistent and clear expectations for all stakeholders so that our students' educational experiences are optimized to their highest levels.

The SEPP was created in collaboration with the Lewiston-Porter Board of Education and key stakeholders including (in alphabetical order):

Andrew Auer	Heather Lyon
Dan Behm	Christa McClemont
Michelle Conti	Allison Redding
Trina DiVincenzo	Tina Rodriguez
John Evert	Brad Rowles
Alan Ingraham	Heather Toscano
Heidi Kazulak	Karen Yager
Danielle Kudela	
Tamara Larson	

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Lewiston-Porter
Central School District
Student Evaluation, Promotion, & Placement Handbook

2021-2022

Mission & Vision

Introduction

The Lewiston-Porter Central School District Student Evaluation, Promotion, and Placement (SEPP) Handbook provides detailed information regarding the processes used in the Lewiston-Porter Central School District specific to the policies:

1. "Student Evaluation, Promotion, and Placement" (7210)
2. "Response to Intervention" (7212)

It is our hope that the SEPP Handbook creates consistent and clear expectations for all stakeholders so that our students' educational experiences are optimized to their highest levels.

Questions regarding any of the information contained in the SEPP Handbook can be directed to Dr. Heather Lyon, the Assistant Superintendent of Curriculum, Instruction, and Technology (hlyon@lew-port.com or 716-286-7244) and/or the building principals.

We would like to acknowledge the work done by the Lewiston-Porter Board of Education for their leadership with the creation of the policies as well as the members of the committee that worked on the EPP Handbook--specifically (in alphabetical order):

Andrew Auer	Tamara Larson
Dan Behm	Heather Lyon
Michelle Conti	Christa McClemont
Trina DiVincenzo	Allison Redding
John Evert	Tina Rodriguez
Alan Ingraham	Brad Rowles
Heidi Kazulak	Heather Toscano
Danielle Kudela	Karen Yager

Student Evaluation

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A variety of evidence may be used to evaluate students. As such, the district policy 7210 states, "The District utilizes various ability, achievement, diagnostic, readiness, interest and guidance tests for the purpose of complying with state and federal law and/or aiding the implementation of quality educational services" (p. 1).
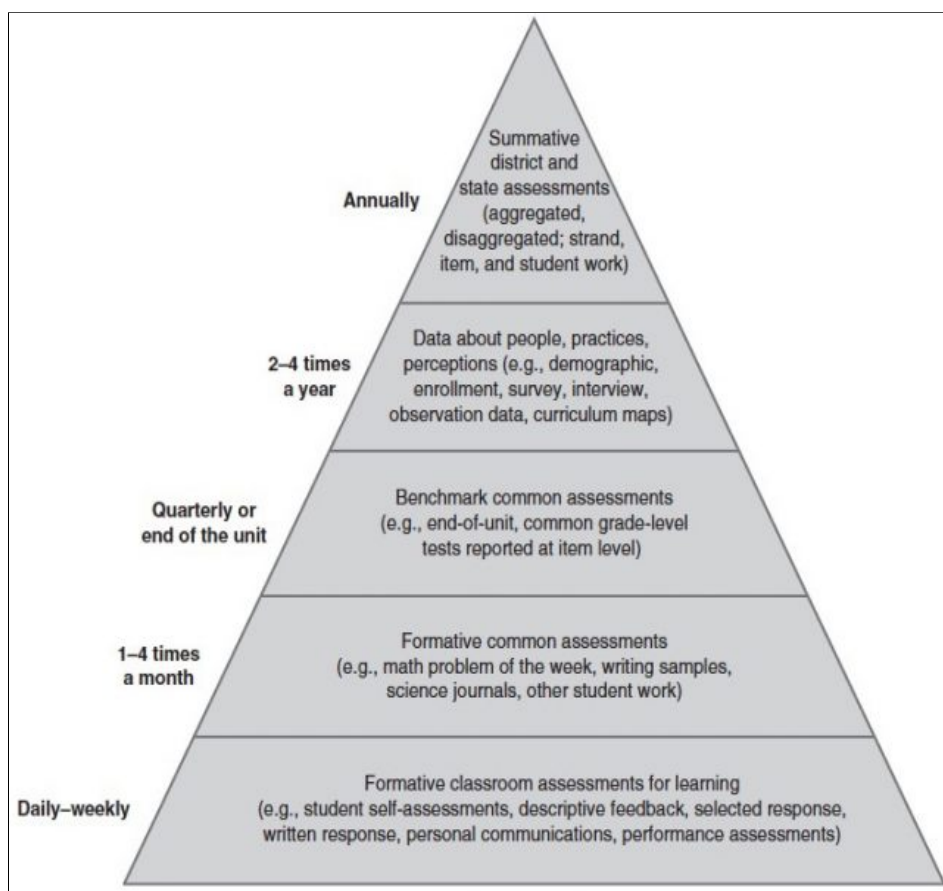:::

District-Wide

Broadly speaking, assessments can be categorized in three areas:
- **Diagnostic**: Assessments *before* learning to determine student prior knowledge.
- **Formative**: Assessments *for* learning to inform instruction.
- **Summative**: Assessments *of* learning to determine student knowledge *after* instruction.

The Pyramid of Assessments (see the image to the right[1]), exemplifies both the frequency and types of assessments commonly used in schools to evaluate student learning. Lewiston-Porter Central School District uses all of these assessments and more to evaluate student proficiency and needs.

All K-12 students participate in diagnostic assessment three times per year with aimswebPlus Reading and Math measures. Students receiving reading or math interventions will participate in more frequent formative assessments via progress monitoring. Common Formative Assessments (CFAs) are administered by classroom teachers in order to monitor each student's progress in their grade-level curriculum.

Annually — Summative district and state assessments (aggregated, disaggregated; strand, item, and student work)

2–4 times a year — Data about people, practices, perceptions (e.g., demographic, enrollment, survey, interview, observation data, curriculum maps)

Quarterly or end of the unit — Benchmark common assessments (e.g., end-of-unit, common grade-level tests reported at item level)

1–4 times a month — Formative common assessments (e.g., math problem of the week, writing samples, science journals, other student work)

Daily–weekly — Formative classroom assessments for learning (e.g., student self-assessments, descriptive feedback, selected response, written response, personal communications, performance assessments)

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[1] Baldanza, Marcia. "Curriculum, Instruction, and Assessment." *Professional Practices*. April 2016.

In accordance with New York State Education Department (NYSED) requirements, Lewiston-Porter offers the New York State Assessments in English Language Arts and Mathematics for students in grades 3-8, the New York State Assessment in Science for students in grades 4 and 8, and commencement level Regents Exams and Advanced Placement tests. Additional summative assessments occur at the end of each unit and, at the secondary level, and the mid- and end-of-year.

In compliance with federal regulations, diagnostic evaluations are completed for students who are referred to the Committee on Special Education. Diagnostic evaluations are also completed for students requiring more individualized assessment in related service areas (e.g., speech and language, occupational therapy, physical therapy, reading, English Language Learner).

Primary Education Center

Please see the above district-wide student evaluation information.

Intermediate Education Center

Please see the above district-wide student evaluation information.

Middle School

Please see the above district-wide student evaluation information.

High School

Please see the above district-wide student evaluation information.

Student Promotion

Highlights of Policy 7210 include:

"Promotion and the placement of students within the District's instructional system shall be facilitated by school administration in conjunction with District professional staff and shall be subject to review at any time. In making such decisions, each school will be guided by data including but not limited to performance in class, past records, including various measures of student growth; parent and teacher recommendations; and any other appropriate sources of information" (p. 1).

"The District utilizes various ability, achievement, diagnostic, readiness, interest and guidance tests for the purpose of complying with state and federal law and/or aiding the implementation of quality educational services. The District will not make any student promotion or placement decisions based solely or primarily on student performance on the state administered English language arts and mathematics assessments for grades 3 through 8. The District may, however, consider student performance on such state assessments in making student promotion and placement decisions provided that multiple measures be used in addition to such assessments and that such assessments do not constitute the major factor in such determinations" (p. 1).

District-Wide

Lewiston-Porter Central School District does everything possible to ensure that students are promoted to the next grade level each year.

As a district, we consider retention in extreme circumstances and in the event that other interventions have been unsuccessful for students. This stance is based on John Hattie's research that synthesized findings from 1,400 meta-analyses of 80,000 studies involving 300 million students. That research showed that the effect size of retention on students is -0.32 meaning that students who are retained actually grow *less than a year in a year after they are retained* and that gap does not close. What's more, not only does retention not help students, but students who are retained are 50% less likely to graduate while being retained twice almost guarantees the student will not graduate. "Incredibly, being retained has as much to do with children dropping out as does their academic achievement. It would be difficult to find another educational practice on which the evidence is so unequivocally negative."[2] Retention not only hurts students academically, but it also hurts students' social/emotional well being.   No matter what age a student is retained, retention can be traumatizing.

Families who disagree with a decision regarding student promotion may appeal the decision to the Student Evaluation, Promotion, & Placement Committee for review.

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[2] John Hattie, *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Student Achievement* (2009), p. 99

Primary Education Center

Consistent with the District-Wide position regarding retention (above), the PEC administration and staff realize that retention is rarely an effective remedy for addressing a student's academic, behavioral, or social and emotional difficulties. The PEC administration and staff aims to prevent the need for retention by ensuring that all students receive appropriate interventions to target their individual needs. When retention is considered, one standardized assessment tool that is used at the PEC to inform decision-making regarding a student's likelihood of benefitting from retention is the *Light's Retention Scale - Fifth Edition (LRS-5).* This rating scale helps to ensure that there is a thoughtful review of research-based factors that may influence retention outcomes.

In addition to the LRS-5 results, a thorough review of the student's educational history including academic, behavioral, social and emotional, attendance, and any other relevant data, is completed by a team of individuals including, but not limited to: parents/guardians, principal, teacher(s), related service providers, and school psychologist. See Appendix A: Retention Flowchart (PEC only) (p. 20)

Intermediate Education Center

Please see the above district-wide and PEC procedures regarding student evaluation promotion and retention.

Middle School

Consistent with the District-Wide position regarding retention, it is recognized that retention is rarely an effective remedy for addressing a student's academic, behavioral, or social and emotional difficulties. The goal will continue to be to prevent the need for retention by ensuring that all students receive appropriate interventions to target their individual needs. When retention is considered, the *Light's Retention Scale - Fifth Edition (LRS-5)* will be one standardized assessment tool that will be used to inform decision-making regarding a student's likelihood of benefitting from retention. This rating scale helps to ensure that there is a thoughtful review of research-based factors that may influence retention outcomes. In addition to the LRS-5 results, a thorough review of the student's educational history, including but not limited to, a student's failure to earn course credit in multiple core courses (i.e., math, science, social studies, and ELA). Other relevant data including but not limited to behavioral, social and emotional maturity, and attendance will be considered by a team of individuals including, but not limited to the principal/assistant principal, guidance counselor, social worker, teacher(s), related service providers, school psychologist and parents/guardians.

High School

Consistent with the District-Wide position regarding retention, it is recognized that retention is rarely an effective remedy for addressing a student's academic, behavioral, or social/emotional difficulties. The goal will continue to be to prevent the need for retention by ensuring that all students receive appropriate interventions to target their individual needs. At the High School, retention is only utilized when a student is unsuccessful in earning course credit during the prior school year. Beginning in the 2021-2022 school year, the High School will offer online credit recovery, RTI, and AIS programming within the Lancer

Learning Center for our students. These programs will allow students to maintain their grade level courses while completing credit recovery during the school year and/or receiving the necessary interventions to achieve academic success. Our goal is to assist every student to remain *"on track"* for earning their high school diploma within four years.

Student Placement

Highlights of Policy 7210 include:

"Promotion and the placement of students within the District's instructional system shall be facilitated by school administration in conjunction with District professional staff and shall be subject to review at any time. In making such decisions, each school will be guided by data including but not limited to performance in class, past records, including various measures of student growth; parent and teacher recommendations; and any other appropriate sources of information" (p. 1).

"The District utilizes various ability, achievement, diagnostic, readiness, interest and guidance tests for the purpose of complying with state and federal law and/or aiding the implementation of quality educational services. The District will not make any student promotion or placement decisions based solely or primarily on student performance on the state administered English language arts and mathematics assessments for grades 3 through 8. The District may, however, consider student performance on such state assessments in making student promotion and placement decisions provided that multiple measures be used in addition to such assessments and that such assessments do not constitute the major factor in such determinations" (p. 1).

District-Wide

The district will use a standard protocol model to screen for and place students in courses including, but not limited to:

- Accelerated math at the elementary level
- Regents level math and science at the middle school
- Advanced Placement and college credit courses at the high school

A standard protocol refers to the use of a uniform method for screening students and using data to determine student needs. Using a standard protocol objectively allows for the screening of all students at set intervals rather than relying on observation, advocacy, or other subjective means.

Families who disagree with a decision regarding student placement may appeal the decision to the Student Evaluation, Promotion, & Placement Committee for review.

Primary Education Center

Universal to all students is participation in the **What I Need Now (WINN)** Block (targeted, additional instruction within the classroom). The WINN block is a designated time during the regular school day where students are able to receive additional instruction based on their needs--be it that the student is ready for more (enrichment), needs additional help (remediation), or needs more practice (reinforcement). Grade-level teams examine common formative assessment data (CFAs) on a regular basis to answer the four PLC questions, i.e.,

1. What do we want students to know and be able to do?
2. How do we know if they know it?

3. How will we respond if students didn't learn?
4. How will we extend the learning when students are already proficient?

During the WINN block, teachers will share students based on careful and ongoing data examination during their common planning time. WINN blocks are flexible and students will move to groups that meet their current academic needs throughout the year. These groups begin after universal screening results and common formative assessments have been examined by the team.

Enrichment is delivered at the PEC during classroom WINN time. Enrichment is a program that is designed to enrich students who demonstrate advanced reading and/or math abilities for their grade level. Students who qualify for this program must meet the following criteria:

- **Universal Screener:** Be in the 90th percentile or above in either Mathematics or Reading based on the aimswebPlus universal screening assessment
- **Reading Level:** Have an above-grade level independent reading level (as measured by the Independent Reading Level Assessment)
- **Report Card Grades:** Proficiency level indicators only consist of 3's and 4's in all areas
- **Enrichment Indicator Checklist**: Enrichment Indicator checklist completed by classroom teacher where the following elements are considered:
    - Dedication to task
    - Organization
    - Willingness to participate and ask higher-level questions
    - Use of creativity
    - Eagerness to learn/intrinsic motivation
    - Desire to be challenged
    - Ability to work in groups/teams
    - Evidence of leadership skills
    - Positive "can do" attitude
    - Ability to focus on a task

Students are re-evaluated and groups are adjusted throughout the year to ensure that we are still addressing the needs of the top performers in the grade levels.

Accelerated Math: For elementary (kindergarten-sixth grade) students, the process for determining accelerated math, i.e., "skipping a grade" for math, follows a specific process detailed in the flowchart in Appendix B (p. 21).

Intermediate Education Center

Please see the above district-wide and PEC procedures regarding student placement.

Middle School

When a student completes seventh grade math, the student is eligible for enrolling in Algebra I (regents math) at the middle school. In the event a student enrolls in a regents level course and does not demonstrate the necessary level of proficiency (maintaining a 75% average or higher) by the ten-week mark of the school year, students will be transferred to the grade-level equivalent course.

When a student completes seventh grade science, the student is eligible for enrolling in Living Environment or Earth Science (regents science) at the middle school. In the event a student enrolls in a regents level course and does not demonstrate the necessary level of proficiency (maintaining a 75% average or higher) by the ten-week mark of the school year, students will be transferred to the grade-level equivalent course.

Communication Process for Enrollment: A letter will be sent home to families asking the family to indicate whether or not their child(ren) should enroll in regents math and/or science. Families who not do not return the letter will be contacted via phone to ensure that they have communicated which pathway they would like their child(ren) to take.

Communication Process for Students Who Are Underperforming: As is the case for all students who are underperforming, teachers will reach out to families to communicate concerns. In addition to the five-week report during the first marking period, students with averages that are below 75% will:
1. **At five weeks:** Make and log a call to each family of a student in jeopardy of being transferred out of the regents course(s) to ensure that the family is aware that the student is at risk.
2. **At seven weeks:** Families will be offered the opportunity for a Parent/Teacher Conference to occur prior to the ninth week of school.
3. **In weeks seven through nine:** Teachers will meet with any parents for a conference to address the students' lack of progress and identify possible steps for the student to be successful.
4. **At ten weeks:** Students who have an average below 75% will be transferred to the non-regents course(s) and families will be sent home a letter indicating this transfer.

High School

At the high school, before a student is scheduled to take advanced courses, i.e., regents honors courses, Advanced Placement courses, and/or college-level courses the school counselors review the following performance indicators:
- Historical classroom performance
- Report cards
- Current classroom performance

Requesting students will also be required to obtain a teacher's recommendation as a qualifying document for placement in any advanced course requested.

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Response to Intervention

Highlights of Policy 7210 include:

"Response to Intervention (RtI) is a multi-tiered early prevention and intervention system designed to improve outcomes for all students. In accordance with Commissioner's regulations, the District has established administrative practices and procedures for implementing District-wide initiatives that address an RtI process applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate RtI services pursuant to Commissioner's regulations prior to a referral to the Committee on Special Education (CSE) for evaluation" (p. 1).

"The District will provide multiple tiers of increasingly intensive levels of targeted intervention and instruction for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards. It is expected that use of the tiered level of instruction will be based on each student's needs and will be an ongoing process, with students entering and exiting tiers of intervention according to the analysis of student performance data and progress monitoring. Multiple strategies may be tried within the same tier of service before moving to a more intensive tier of support" (p. 3)

District-Wide

The Lewiston-Porter Central School District, believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention, based on successfully meeting New York State Standards.

Response to Intervention (Rt) and Academic Intervention Services (AIS) are often confused. For clarity, here is a side-by-side comparison to highlight the differences.

RTI	**AIS**
Skills-Based	Content-Based
Proactive Interventions	Reactive Interventions
Identified via the universal screener	Identified via the NYS Assessments
For all students	For students who do not demonstrate proficiency on the NYS Assessments
Used to identify instructional gaps versus a learning disability	Used to identify students who need support with NYS Standards

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The structure of AIS versus RtI is different. AIS can be designed in various ways and is structured to meet the needs of students who need additional support so that they can meet *grade-level* expectations. Conversely, RtI services are designed to remediate *off-grade level* skill deficits. In this way, AIS is designed to support standards and grade-level learning whereas RtI is designed to support skills and off-grade level gaps.

RtI is a multi-tier framework designed to identify and support students who may require supplemental interventions targeted to their learning needs. It represents an important educational strategy to close achievement gaps for all students.

Though we are working on creating a common, district-wide RTI Handbook, at this time there is a separate RTI Handbook for K-5 and procedures used at the 6-12 level; all of these can be found on the website for each building. Each of these documents is too vast to include here in detail. Suffice it to say, RtI begins with high quality, research-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student needs through the provision of differentiation in the core curriculum and supplemental intervention delivered in a multi-tiered format with increasing levels of intensity and targeted focus of instruction for each individual student. Progress is measurable and monitored by a team of professionals.

Tier 1 - "Core"
With an effect size[3] of 1.29, one of the best tools that we have to help students succeed, according to research, is to create a systemic RTI/MTSS (Multi-Tiered Systems of Supports) model. This model begins with all students receiving strong core instruction at Tier 1 so that all students have access to grade-level learning. Additionally, tier 1 instruction provides differentiated responses by the classroom teacher for students who need support with grade-level instruction.

Tier 2 - "Core+More"
The processes used to screen for students who need Tier 2 is the same across the district, i.e., aimswebPlus administration in math and reading in the Fall, Winter, and Spring. Students who score at or below the 25th percentile are considered eligible for interventions for RTI. No matter how low a student scores on the benchmark, all students begin interventions for RTI at a Tier 2 intervention.

Once a student qualifies for interventions, a goal is created for the student to achieve at the end of a designated time frame. Students in Tier 2 are progress monitored every other week for about sixteen (16) weeks in order to demonstrate progress. Depending on the progress, the student may:
- Exit intervention because the progress exceeded the target.
- Remain in intervention with that same intervention resource because progress was made but did not exceed the target.
- Remain in intervention with a new intervention resource because progress was not made.

Students then receive a second round of about sixteen (16) weeks with progress monitoring every other week. Depending on the progress, the student may:
- Exit intervention because the progress exceeded the target.
- Remain in intervention with that same intervention resource because progress was made but did not exceed the target.
- Remain in intervention with a new intervention resource because progress was not made.
- Be moved to a Tier 3 intervention due to lack of progress.

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[3] "A one-standard deviation increase is typically associated with advancing student achievement by two to three years" (emphasis in original), John Hattie, *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Student Achievement* (2009), p. 7

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Tier 3 - "Core+More Than Before"
Tier 3 interventions are reserved for students who are not meeting their goals and need more than before to close the gap; here "more than before" means a change in intervention. Students receiving Tier 3 interventions are progress monitored every week for eight (8) weeks against the set goal. Depending on the progress, the student may:
- Remain in intervention with that same intervention resource because progress was made but did not exceed the target
- Be referred to the CSE due to lack of progress after three (3) rounds of RTI (two rounds of Tier 2 and one round of Tier 3; 24 data points over forty weeks)

Interventions
For Tier 2 and 3, whenever possible, evidence-based interventions should be used for students who have demonstrated that they have off-grade level deficits of two or more years. These programmatic interventions are designed to work to close gaps between the grade-level knowledge and the below-grade level deficits. As well, students needing Tier 2 or 3 interventions should be pulled-out for service. However, intervention should not come at the cost of core learning, meaning the interventions should be in addition to, not in place of, Tier 1 learning. After all, students cannot miss the core instruction to close gaps because missing core instruction creates new gaps.

Primary Education Center

The PEC follows an RtI process as outlined in the District-Wide summary, above.

- **Tier 1:** We begin with direct instruction of the core curriculum that includes appropriate differentiation for individual students.
- **Tier 2:** For students who may need further instruction or differentiation within the classroom, teachers address these needs within the WINN block. For students who meet qualification criteria for reading intervention at a Tier 2 level as outlined in the RtI Handbook, evidence-based interventions with progress monitoring are provided. Students may also receive intervention in areas that include, but are not limited to: math, behavior, or related services (e.g., speech/language, occupational therapy, physical therapy, counseling).
- **Tier 3:** Students whose progress monitoring indicates the need for increased intervention are moved to Tier 3 (e.g., intervention adjustment, increased frequency, increased duration, and/or decreased group size) of the intervention. Students receiving Tier 3 intervention typically receive more frequent progress monitoring.

The PEC's Data Analysis Team (DAT) reviews each student's benchmark screening results and progress monitoring in order to determine when movement between tier levels is appropriate. The DAT may consist of the building principal, school psychologist, teacher(s), reading or math specialists, related service professionals, and/or other staff members who provide interventions. PEC staff communicates regularly with parents/guardians in order to provide screening and progress monitoring results, explain Tier movements, discuss interventions, and respond to general questions regarding the RtI process.

All students participate in Tier 1 instruction. Below are some general opportunities for students requiring Tier 2 or 3 interventions.

- **Tier 2:**
    - Reading intervention
    - Math intervention
    - Related Services (Speech, OT, PT, Counseling)
    - Behavior Interventions
- **Tier 3:**
    - Reading intervention (increase time and sessions; modify intervention)
    - Math intervention
    - Related Services (increase time and sessions)
    - Behavior Interventions (more individualized or intensive)

Intermediate Education Center

Please see the above district-wide and PEC procedures regarding student placement.

Middle School

Please see the above district-wide and PEC procedures regarding student placement.

High School

Beginning in 21/22, the district created and implemented of a Lancer Learning Center (LLC). The LLC offers academic support and assistance to students including credit recovery, RTI, and AIS support to our students under the direction of the Director of the Lancer Learning Center. High school teachers provide targeted interventions and academic assistance throughout the school day. Student teachers and pre-student teachers from local colleges and universities work in the LLC to provide 1:1 assistance under the direction of Lew-Port staff, while also participating in a clinically-rich teaching environment.

Lew-Port students requiring Tier2 and Tier 3 intervention and assistance are scheduled to attend the Lancer Learning Center by their school counselor or teacher(s).

Appeals Process

Families who disagree with the evaluation, promotion, and/or placement of their child(ren) may submit their appeal in writing to the superintendent within fourteen (14) calendar days of notification of the evaluation, promotion, and/or placement decision.

Appeals will be reviewed by a committee consisting of:
- One neutral principal at the same age level of the appeal being made
- One neutral teacher at the same age level of the appeal being made
- The superintendent, or designee

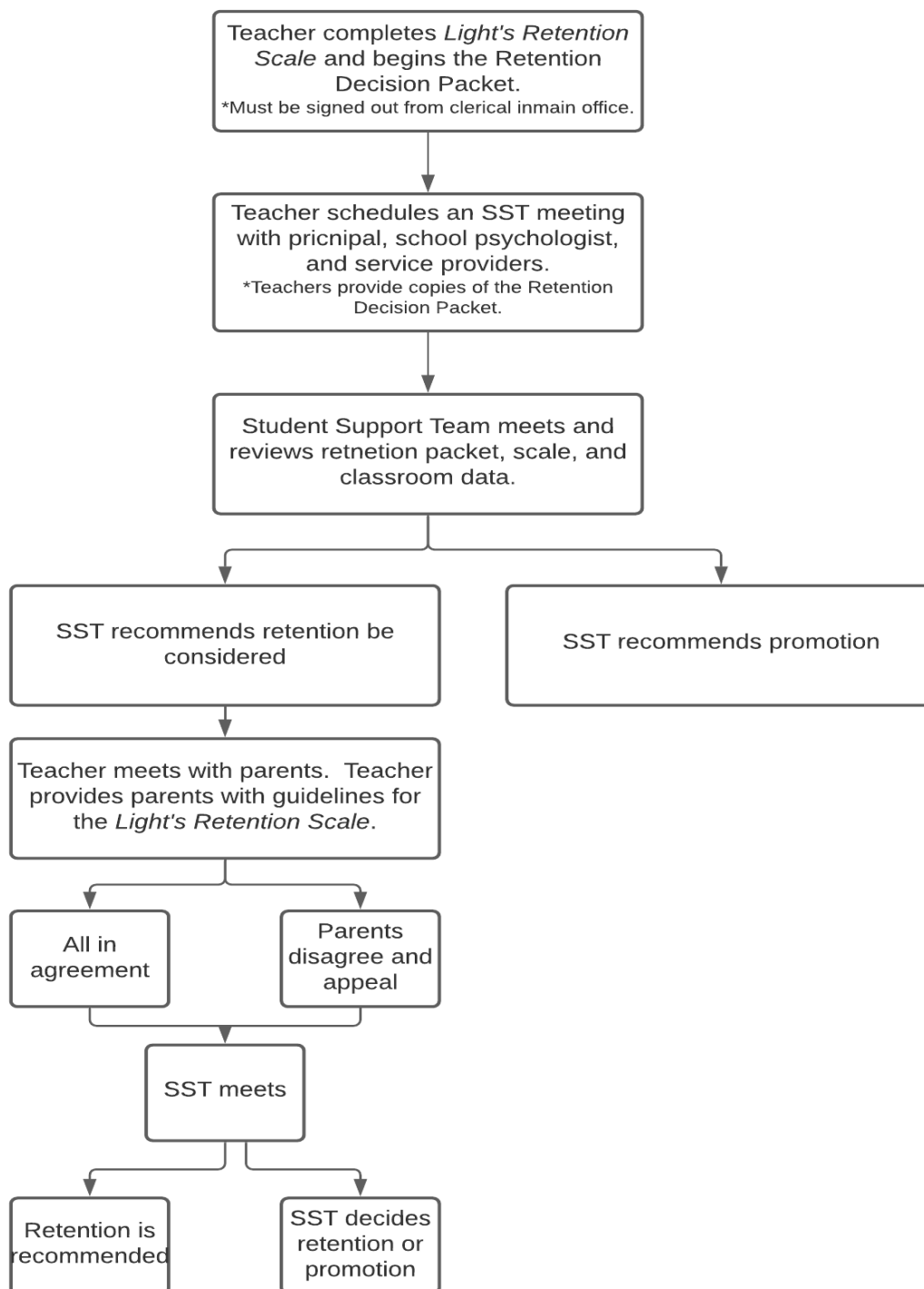The Appeal Committee will review the written statement from the family and may seek additional clarification including, but not limited to:
- Review of records
- Interviews of the school personnel who made the initial decision
- Interviews of the student/family who made the appeal

A decision on the appeal will be provided within fourteen (14) calendar days from receipt of the written appeal.

Appendices

Appendix A: PEC Retention Flowchart

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┌─────────────────────────────────────┐
│ Teacher completes Light's Retention  │
│   Scale and begins the Retention     │
│          Decision Packet.            │
│ *Must be signed out from clerical    │
│          inmain office.              │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  Teacher schedules an SST meeting    │
│  with pricnipal, school psychologist,│
│       and service providers.         │
│ *Teachers provide copies of the      │
│       Retention Decision Packet.     │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│   Student Support Team meets and     │
│  reviews retnetion packet, scale,    │
│       and classroom data.            │
└─────────────────────────────────────┘
          │                    │
          ▼                    ▼
┌──────────────────────┐  ┌──────────────────────┐
│ SST recommends       │  │ SST recommends       │
│ retention be         │  │ promotion            │
│ considered           │  │                      │
└──────────────────────┘  └──────────────────────┘
          │
          ▼
┌──────────────────────────────┐
│ Teacher meets with parents.  │
│ Teacher provides parents     │
│ with guidelines for the      │
│ Light's Retention Scale.     │
└──────────────────────────────┘
       │              │
       ▼              ▼
┌────────────┐  ┌──────────────┐
│ All in     │  │ Parents      │
│ agreement  │  │ disagree and │
│            │  │ appeal       │
└────────────┘  └──────────────┘
       │              │
       ▼              │
   ┌───────────┐◄─────┘
   │ SST meets │
   └───────────┘
       │       │
       ▼       ▼
┌────────────┐ ┌──────────────┐
│ Retention  │ │ SST decides  │
│ is         │ │ retention or │
│ recommended│ │ promotion    │
└────────────┘ └──────────────┘
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Appendix B: Accelerated Math Flowchart