

Public Abstract

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There is a disparity between what current research has identified as best practice and what occurs in public schools regarding retention. The research design for this study was a non-experimental quantitative survey case study. The use of retention in the selected public school district was found to be an acceptable practice among teachers. Principals did not agree with the practice, but did not rule out the use of retention. Principals and teachers possessed very little knowledge on the current research findings and relied on their own experiences when making decisions regarding retention. The use of retention as an acceptable school practice needs to be addressed and interventions need to be implemented to help students who are at-risk for retention.