This study examined the beliefs and knowledge of principals and teachers in a selected Missouri public school district. One hundred and thirty-two teachers and nineteen principals participated in the study. The use of retention in the selected school district was found to be a widely accepted practice among teachers. Principals did not agree with the practice of grade retention, but did not rule out the use of retention, especially in the primary grades. Principals and teachers possessed very little knowledge on the current research findings and relied on their own experiences when making decisions regarding retention. Principals based their decision whether to promote or retain on student potential and teachers based their decisions on current academic achievement.