National School District

# STUDENT PROGRESSION GUIDELINES

(Promotion/Acceleration/Retention)

2015

Updated by Common Core Report Card Task Force

# STUDENT PROGRESSION GUIDELINES

# 2015

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Superintendent

Paula Jameson-Whitney
Assistant Superintendent,
Educational Services

Developed by Common Core Report Card Committee
under the direction of Cindy Vasquez

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# INTRODUCTION

The purpose of these guidelines is to inform school personnel, parents, students, and other interested citizens regarding student progression from one grade to another. It is the responsibility of the Board and District administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. The guidelines developed strive to ensure that the required programs of study, placement, promotion, reporting, retention, and special programs are comprehensive, consistent, and equitable for all students.

These guidelines include:

- An overview of research on promotion and retention.
- Specific levels of performance in English Language Arts and Mathematics which includes the levels of performance below which a student must receive remediation and/or be retained in an intensive program.
- Information regarding Special Education and English Learner (EL) students.

To achieve accountability, the School District is committed to the implementation of Multi-Tiered System of Support (MTSS) which includes a framework to integrate/align supports to improve educational outcomes and meet the academic/behavioral needs of all students. School sites in the District will provide high quality intervention/instruction matched to student needs considering learning rate and level of acceleration, retention, and remediation. MTSS is a data-based decision making process applied to education. A problem-solving method and the systemic use of assessment data, at the District, school, grade, class, and individual level will guide decisions about the allocation of resources and intensity of interventions/instruction needed to improve learning and/or behavior.

District instructional personnel are responsible for providing assistance to schools to consider individual student's academic needs when placing students in subjects, grade levels, or specialty programs. The principal of a school is responsible for making and maintaining required records and reports and providing leadership for instruction that meets the needs of all students. Teachers are responsible for providing effective instruction and remediation and documenting instruction in all content areas and students' mastery of common core state standards.

# RESEARCH ON PROMOTION/ACCELERATION/RETENTION

The issue of whether it is better to retain low-performing students in the same grade or to pass them along with their same-age peers has been both hotly disputed and heavily studied for decades. Advocates of retention have maintained that it sends a message to all students that weak effort and poor performance will not be tolerated, and that it gives lagging students an opportunity to get serious and get ready for the next grade. Opponents have argued that retention discourages students whose motivation and confidence are already shaky, and that promoted students gain an opportunity to advance through the next year's curriculum, while retained students go over the same ground, and thus fall further behind their advancing peers.

For many years, research on social promotion and retention simply compared the two. Researchers asked whether low-performing students who repeat a grade fare better or worse than similarly low-performing students who are promoted. In contrast, more recent "no promotion" policies do not replace social promotion with simple retention that recycles students through the same grade they have failed. Instead, the policies are intended to replace both social promotion and simple retention with identification of students at risk for retention and aggressive intervention to catch them up to their peers. The findings regarding early retention indicate that promotion gateways should not be introduced in early grades. Rather, student progress should be closely monitored and tracked from the earliest grades, with swift remediation provided to students who are lagging.

Decisions about grade retention and social promotion raise serious dilemmas for all concerned. Policy has spiraled back and forth, with the current emphasis on retention. Researchers tend to conclude that both practices are unsatisfactory. In an article in Educational Leadership, James Johnson completed a synthesis of research on grade level retention and social promotion. The synthesis includes information provided to ensure sound decisions are made when promoting, accelerating, and retaining a student.

**What is Grade Retention? Social Promotion? Acceleration?**

Grade Retention

Grade retention or repetition is used with K-12 students who are struggling in school (e.g., have not met a test performance standard). Course repetition occurs with secondary school students who have failed a specific course. The intended objective is to ensure the student has learned appropriately before moving on.

Retention is common. Nationally, no statistics are kept on retention, but reasonable estimates based on census data suggest that as many as one-third of all students have been retained at least once by the time they reach high school. For boys and minorities, retention is even more common. Nationally, by high school, the retention rate for boys is about ten percentage points higher than for girls. In the early grades, retention rates are similar among whites, African Americans, and Hispanics, but by high school, the rate is about 15 percentage points higher for African Americans and Hispanics than for whites.

Transitions are peak times for retention. Students are most commonly retained at the end of the year after the transition into elementary school, middle or junior high school, and high school.

Retention can help sometimes, but early retention is harmful, and overall, retention is risky. Retention may help some students in some circumstances, but there are serious risks associated with it. Retaining students in first grade is surprisingly common and frequently harmful. Even the best-designed recent studies that found in favor of retention in general, also found that students retained in first grade do worse than expected, both academically and emotionally. There is also substantial evidence that retention in kindergarten is equally harmful. Being removed from a group of peers with whom a student has just gotten comfortable seems to compound the difficulty of adjusting to school and sets the child back rather than helps.

For other grades, the research is mixed. A few well-designed studies have found that retained students do better academically and feel better about themselves and about school during the first three years after retention. Consistent with the Chicago findings reported here, the biggest advantage was found in a district that identified students early, attempted to avoid retention through remediation, and gave special assistance to retained students. Even there, as in other studies, the advantage for retained students declined each year and washed out altogether after three years. Other studies have found that retention either offers no advantage or actually harms students. Taken together, the studies find that simple retention - without efforts at prevention and special assistance for those retained - is especially risky. Retaining students, regardless of the grade at which they are retained, increases the likelihood that they will drop out of school.

Retention is not cost effective. Retention is expensive: at a minimum, it entails the cost of an additional year of schooling for each student retained. On the whole, retention is not a cost-effective response to poor performance when viewed in the light of cheaper or more effective interventions, research findings demonstrating no advantage to, or even harm from retention, and the tendency for gains from retention to wash out. The effects of retention vary with contexts, treatments, and individual student characteristics. Some of the differences in study findings result from differences and flaws in research design. But many of the differences probably just reflect variations in family, school, and community contexts.

The decisions to retain a student shall follow State statute and be based upon multiple factors and the professional judgment of the teacher with input from parents, staff, and principal during the process. Decisions shall be made on a case-by-case basis.

## Social Promotion

Social promotion occurs when students who are struggling in school are moved on with their same-age peers. Those who support this policy argue that grade retention produces more harm than good and that the benefits keeping such students with their age group outweigh the costs. This is seen as especially the case when students are on the margins of success but are struggling to understand some basic material.

It is impossible to tell how common social promotion is. Currently, virtually no statistics are kept on social promotions, in part because few districts explicitly embrace or admit to the practice.

Some evidence supports, and little evidence disputes, the indictment of social promotion. Critics of social promotion argue that it frustrates promoted students by placing them in grades where they cannot do the work, sends the message to all students that they can get by without working hard, forces teachers to deal with under-prepared students while trying to teach the prepared, gives parents a false sense of their children's progress, leads employers to conclude that diplomas are meaningless, and dumps poorly educated students into a society where they cannot perform. Some early evidence from districts that have eliminated social promotion supports this indictment, and even opponents of "no social promotion" policies do not defend social promotion so much as say that retention is even worse.

Both policies have been widely criticized. A widespread problem is that they often are not adequately accompanied by a system of learning supports designed to prevent such failure and to assist students encountering barriers to learning.

Grade Acceleration

Intellectually gifted and academically talented students are able to learn material rapidly and understand concepts deeply. Keeping them challenged and learning to their capacity can require changes in their regular school programs. Education programs for children identified as gifted and talented take many forms: pull-out programs offering educational enrichment, after-school and summer programs featuring special course work, and mentor programs in which children are matched with professionals in the community for special learning experiences.

Sometimes, gifted youngsters may be so advanced in knowledge and so clearly operating at an intellectual level beyond that of their same-age peers that educational acceleration is a realistic and desirable alternative to normal grade-level work. Educational acceleration is often perceived simply as placing a child one or more grades ahead with older children. For instance, a child who has completed the fourth grade may be promoted to the sixth grade, skipping fifth grade entirely. Sometimes, in junior high and middle school, if children are especially talented in one subject area (most often mathematics, science, or English), they may be allowed to take advanced courses with older students in that subject while remaining in their own grade for other subjects. Another alternative is to have gifted children tutored and advanced in given subjects, either individually or in small groups of children with similar talents.

These arrangements are all appropriate for children who are intellectually and academically capable of learning at a faster pace and in greater depth than their same-age peers, and who are motivated to do so. But the decision to allow a child to accelerate educationally is one that must be made for each child, taking into account his or her intellectual and emotional needs and the services the school can provide.

The majority of studies have shown that children who have been educationally accelerated do not suffer academically. Their grades are higher than those of their peers

who chose not to accelerate, and they compare favorably with those of older students in their classes. Accelerated students also report heightened interest in and enthusiasm for school. If children skip one or more grades, they may occasionally encounter unfamiliar material from the skipped grade. Therefore, arrangements should be made to allow the children to cover any such material without penalty as it is encountered. Because there is repetition in normal curricula, gaps occur less often than one might think and are seldom a significant problem for the gifted and talented student, who learns quickly and well.

In general, children who are well-adjusted and socially at ease before accelerating report having two groups of friends they belong to, a circle of older students, but they also retain friendships with children who are the same age. Children who are socially withdrawn or who have difficulty making friends may experience similar problems when placed with older children. On the other hand, there are cases in which a gifted child is more comfortable with older children than with age-mates. This may be true more often for girls than boys. The receiving classroom teacher in an accelerated setting can help the younger student find a niche among the older students. Research about acceleration consistently documents positive effects, both academic and social, for children who have accelerated, but educators have been slow to embrace the option. Fears about social and emotional development problems for these children are common. However, people who specialize in working with gifted and talented children and teachers and parents who have had personal experience with educational acceleration tend to be more positive.

A child who has been accelerated may find that he or she is no longer the best in the class. Both parents and the child should be ready for this. Parents should be supportive, but never put undue pressure on the gifted and talented child to perform, certainly not when he or she is adjusting to a new environment. The decision to academically accelerate a child may be reversed at any time if it appears not to be working out for the child academically, socially, or emotionally. Adults should help children in this situation understand that the change is not a failure.

The decisions to accelerate a student shall follow State statute and be based upon multiple factors and the professional judgment of the principal and staff with consultation and input from the parents. Decisions shall be made on a case-by-case basis. For more information regarding acceleration options available, eligibility requirements, and the process, school sites will contact Educational Services Division in the school District directly.

# NATIONAL SCHOOL DISTRICT

# BOARD POLICY

# REGARDING PROMOTION/ /ACCELERATION/RETENTION

National SD | 5000 | BP 5123 Students

**Promotion/Acceleration/Retention**

The Governing Board expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

(cf. 6170.1 - Transitional Kindergarten)

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels: (Education Code 48070.5)

1. Between grades 2 and 3

2. Between grades 3 and 4

3. Between grades 4 and 5

4. Between the end of the intermediate grades and the beginning of the middle school grades

Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement:

1. Individual assessments

2. Summative tests

3. State Standardized testing

4. Teacher recommendation

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5149 - At-Risk Students)

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, and between intermediate and middle school grades.

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. (Education Code 48070.5)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

Legal Reference:

EDUCATION CODE

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

46300 Method of computing average daily attendance

48010 Admittance to first grade

48011 Promotion/retention following one year of kindergarten

48070-48070.5 Promotion and retention

56345 Elements of individualized education plan

60640-60649 California Assessment of Student Performance and Progress

60850-60859 Exit examination

CODE OF REGULATIONS, TITLE 5

200-202 Admission and exclusion of students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

FAQs Promotion, Retention, and Grading (students with disabilities)

FAQs Pupil Promotion and Retention

Kindergarten Continuance Form

WEB SITES

CSBA: http://www.csba.org

California Department of Education: http://www.cde.ca.gov

Policy NATIONAL SCHOOL DISTRICT

adopted: June 11, 2014 National City, California

**Promotion/Acceleration/Retention**

Acceleration from Kindergarten to First Grade

Any student who meets the age eligibility requirement and has completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten. (Education Code 48010, 48011)

(cf. 5111 - Admission)

A student who does not meet the age eligibility requirement may be admitted to first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian upon determination that the student is ready for first-grade work, subject to the following minimum criteria: (Education Code 48011; 5 CCR 200)

1. The student is at least five years of age.

2. The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.

3. The student is in the upper five percent of his/her age group in terms of general mental ability.

4. The physical development and social maturity of the student are consistent with his/her advanced mental ability.

5. The parent/guardian of the student has filed a written statement with the district approving the placement in first grade.

Continuation in Kindergarten

Whenever the Superintendent or designee and the parents/guardians agree that a student shall continue in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300, 48011)

The Superintendent or designee shall not approve a student's continuation in kindergarten until the student has been enrolled in kindergarten for close to one school year.

Retention at Other Grade Levels

If a student is identified as performing below the minimum standard for promotion to the next grade level based on the indicators specified in Board policy, the student shall be retained in his/her current grade level unless the student's regular classroom teacher

determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist

the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion. (Education Code 48070.5)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student's parent/guardian as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide a copy of the district's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that their child is at risk of retention.

Appeal Process

Whenever a student's parent/guardian appeals the teacher's decision to promote or retain a student, the burden shall be on the parent/guardian to show why the teacher's decision should be overruled. (Education Code 48070.5)

To appeal a teacher's decision, the parent/guardian shall submit a written request to the Superintendent or designee specifying the reasons that the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion.

The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decisio was based.

Within 30 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent or designee may meet wit the parent/guardian and the teacher. If the Superintendent or designee determines that the parent/guardian has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Governing Board within 15 school days. Within 30 days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board, the Board may also meet with the parent/guardian, the teacher, and the Superintendent or designee to decide the appeal. The decision of the Board shall be final.

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

If the final decision is unfavorable to the parent/guardian, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

(cf. 5125 - Student Records)

(cf. 5125.3 - Challenging Student Records)

Regulation NATIONAL SCHOOL DISTRICT

approved: June 11, 2014 National City, California

# NATIONAL SCHOOL DISTRICT

*Timeline for Site Implementation of the Student Progression Board Policy*

On March 29, 2000, the Governing Board approved the Student Progression Policy. These policies provide guidance for students in grades 2-6 and K. To ensure smooth implementation of this policy, please adhere to the following timeline:

**OCTOBER**

_____ 1) Review with staff the policy, timeline, and *Factors to Consider (When Decision Making)* regarding students at risk of retention, for acceleration and promotion.

_____ 2) Share policy and timeline with School Site Councils, PTOs, DAC, DELAC, and ELAC.

_____ 3) Teachers complete data profile on student using the *Factors to Consider (When Decision Making)* and complete the grade level checklist.

_____ 4) Using the grade level checklist, teachers identify students who are at risk of retention.

**NOVEMBER**

_____ 5) Schedule parent/teacher/team meeting(s).

_____ 6) Send parent(s) meeting notification, indicating student at risk of retention.

_____ 7) Teacher(s) develop *Academic Intervention Plan*(s) by November 30 in collaboration with parent/teacher/team meeting(s).

**DECEMBER**

_____ 8) Teacher shares plan(s) with parent(s) at first reporting period conference for immediate implementation. If parent does not attend conference, send home *Academic Intervention Plan* to be signed and returned.

**JANUARY-MAY**

_____ 9) Implement *Academic Intervention Plan.*

**MARCH**

_____ 10) During second reporting period conference, teacher meets with parent(s) to:

- Document progress of students on *Academic Intervention Plan.*
- Formally invite parents to review student progress.

**MAY-JUNE**

_____ 11) During late May and early June, site administrator will reconvene parent/teacher/team meeting to review student participation in intervention program and academic progress.

_____ 12) Prior to the end of the school year, teacher completes final promotion/ retention forms, and provides a copy to the parents, along with the appeal procedures.

# CALIFORNIA

# EDUCATION CODE

# REGARDING PROMOTION/ /ACCELERATION/RETENTION

# EDUCATION CODE
# SECTION 48070-48070.6

48070. The governing board of each school district and each county superintendent of schools shall adopt policies regarding pupil promotion and retention. A pupil shall be promoted or retained only as provided in the policies adopted pursuant to this article.

48070.5. (a) In addition to the policy adopted pursuant to Section 48070, the governing board of each school district and each county board of education shall, in those applicable grade levels, approve a policy regarding the promotion and retention of pupils between the following grades:

(1) Between second grade and third grade.

(2) Between third grade and fourth grade.

(3) Between fourth and fifth grade.

(4) Between the end of the intermediate grades and the beginning of middle school grades which typically occurs between sixth grade and seventh grade, but may vary depending upon the grade configuration of the school or school district.

(5) Between the end of the middle school grades and the beginning of high school which typically occurs between eighth grade and ninth grade, but may vary depending upon the grade configuration of the school or school district.

(b) The policy shall provide for the identification of pupils who should be retained and who are at risk of being retained in their current grade level on the basis of either of the following:

(1) The results of the assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 and the minimum levels of proficiency recommended by the State Board of Education pursuant to Section 60648.

(2) The pupil's grades and other indicators of academic achievement designated by the district.

(c) The policy shall base the identification of pupils pursuant to subdivision (b) at the grade levels identified pursuant to paragraph (1) and (2) of subdivision (a) primarily on the basis of the pupil's level of proficiency in reading. The policy shall base the identification of pupils pursuant to subdivision (b) at the grade levels identified pursuant to paragraphs (3) through (5) of subdivision (a) on the basis of the pupil's level of proficiency in reading, English language arts, and mathematics.

(d) (1) If either measure identified in paragraph (1) or (2) of subdivision (b) identifies that a pupil is performing below the minimum standard for promotion, the pupil shall be retained in his or her current grade level unless the pupil's regular classroom teacher determines in writing that retention is not the appropriate intervention for the pupil's academic deficiencies. This written determination shall specify the reasons that retention is not appropriate for the pupil and shall include recommendations for interventions other than retention that in the opinion of the teacher are necessary to assist the pupil to attain acceptable levels of academic achievement. If the teacher's recommendation to promote is contingent upon the pupil's participation in a summer school or interim session remediation program, the pupil's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the pupil shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the pupil's parent or guardian and the school principal before any final determination of pupil retention or promotion.

(2) If the pupil does not have a single regular classroom teacher, the policy adopted by the school district shall specify the teacher or teachers responsible for the promotion or retention decision.

(e) The policy shall provide for parental notification when a pupil is identified as being at risk of retention. This notice shall be provided as early in the school year as practicable. The policy shall provide a pupil's parent or guardian the opportunity to consult with the teacher or teachers responsible for the decision to promote or retain the pupil.

(f) The policy shall provide a process whereby the decision of the teacher to retain or promote a pupil may be appealed. If an appeal is made, the burden shall be on the appealing party to show why the decision of the teacher should be overruled.

(g) The policy shall provide that pupils who are at-risk of being retained in their current grade be identified as early in the school year, and as early in their school careers, as practicable.

(h) The policy shall indicate the manner in which opportunities for remedial instruction will be provided to pupils who are recommended for retention or who are identified as being at risk for retention.

(i) The policy adopted pursuant to this section shall be adopted at a public meeting of the governing board of the school district.

(j) Nothing in this section shall be construed to prohibit the retention of a pupil not included in grade levels identified pursuant to subdivision (a), or for reasons other than those specified in subdivision (b), if such retention is determined to be appropriate for that pupil. Nothing in this section shall be construed to prohibit a governing board from adopting promotion and retention policies that exceed the criteria established in this section.

48070.6. (a) On or before August 1, 2011, and annually thereafter, utilizing data produced by the California Longitudinal Pupil Achievement Data System pursuant to Section 60900 and other available data, the Superintendent shall submit to the Governor, the Legislature, and the state board a report that shall be called the Annual Report on Dropouts in California. The report shall include, but not be limited to, all of the following:

(1) One-year dropout rates for each of grades 7 to 12, inclusive.

(2) Four-year cohort dropout rates for grades 9 to 12, inclusive.

(3) Two- or three-year cohort dropout rates, as appropriate, for middle schools.

(4) Grade 9 to grade 10 promotion rates.

(5) Percentage of high school pupils for each of grades 9 to 12, inclusive, who are on track to earn sufficient credits to graduate.

(6) The average number of nonpromotional school moves that pupils make between grades 6 to 12, inclusive.

(7) "Full-year" dropout rates for alternative schools, including dropout recovery high schools, calculated using a methodology developed by the Superintendent to appropriately reflect dropout rates in each type of alternative school.

(8) An explanation of the methodology or methodologies used to calculate "full-year" dropout rates for alternative schools pursuant to paragraph (7).

(9) Passage rates on the high school exit examination adopted pursuant to subdivision (a) of Section 60850.

(10) Other available data relating to dropout or graduation rates or pupil progress toward high school graduation.

(b) When cohort dropout rates can be calculated accurately using longitudinal data, the rates described in paragraph (3) of subdivision (a) shall be replaced by dropout rates for cohorts of pupils entering middle school.

(c) When data is available, the report shall also include all of the following:

(1) Rates at which pupils graduate in four, five, and six years, pursuant to subparagraph (A) of paragraph (4) of subdivision (a) of Section 52052.

(2) Percentage of high school graduates and dropouts who completed courses that are certified by the University of California as meeting admission requirement criteria for the University of California and California State University systems.

(3) Percentage of high school graduates and dropouts who completed two or more classes in career technical education.

(4) Percentage of high school graduates and dropouts who completed both course sequences described in paragraphs (2) and (3).

(5) Behavioral data by school and district, including suspensions and expulsions.

(6) Truancy rates.

(7) GED earning rates.

(8) Chronic absentee rates, as defined in Section 60901.

(d) If possible, the data listed in subdivisions (a) and (b) shall be presented in the report, organized as follows:

(1) By state.

(2) By county.

(3) By school district, both including and excluding charter schools.

(4) By school.

(e) The report shall include data from alternative middle and high schools, including continuation high schools, community day schools, juvenile court schools, special schools, opportunity schools, and schools attended by wards of the Department of Corrections and Rehabilitation, Division of Juvenile Justice.

(f) The report may include relevant data on school climate and pupil engagement from the California Healthy Kids Survey.

(g) If possible, the data listed in subdivisions (a) and (b) shall be presented for the following subgroups, if the subgroup consists of at least 50 pupils, and the subgroup constitutes at least 15 percent of the total population of pupils at a school:

(1) Grade level.

(2) Ethnicity.

(3) Gender.

(4) Low socioeconomic status.

(5) English learners.

(6) Special education status.

(h) The first Annual Report on Dropouts in California shall include data from the most recent year. Subsequent annual reports shall include data from the most recent year and, at a minimum, the two prior years, so that comparisons can be made easily.

(i) The Superintendent or his or her designee shall make an oral presentation of the contents of the report to the state board at a regularly scheduled meeting of the state board.

(j) The Superintendent shall make the contents of the report available on the department's Internet Web site in a format that is easy for the public to access and understand.

(k) If inclusion of school-level data would render the written report unwieldy, the data may be omitted from the written report and posted on the department's Internet Web site.

(l) It is the intent of the Legislature that the report prepared by the Superintendent be usable by schools, school districts, policymakers, researchers, parents, and the public, for purposes of identifying and understanding trends, causal relations, early warning indicators, and potential points of intervention to address the high rate of dropouts in California.

(m) For purposes of this section, dropouts shall be defined using the exit/withdrawal codes developed by the department.

(n) For purposes of this section, "dropout recovery high school" has the same meaning as defined in subparagraph (D) of paragraph (4) of subdivision (a) of Section 52052.

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# STUDENT PROGRESSION FOR STUDENTS WHO ARE ENGLISH LEARNERS

**EL students may not be retained based solely on lack of language proficiency in English.**

EL students must not be retained if instructional strategies, materials, and assessments have not been accommodated and/or modified to meet their linguistic and academic needs as required by state and federal mandates.

There must be documentation of interventions throughout the school year if an EL student is to be considered for retention. (ELD instruction is not an intervention. It is considered part of comprehensible instruction as required by Ed Code.) There must be documented evidence of the accommodations and/or modifications made to the curriculum, materials, and assessments throughout the school year to ensure comprehensible instruction if an EL student is to be considered for retention. The District EL Master Plan contains a form for use in identifying and tracking EL students at risk.

EL students who are identified as substantially below grade level in reading in English but are proficient in their native language may not be retained for English reading deficiencies.

Parents must be informed of the EL student's lack of academic progress throughout the school year and there must be documentation of this communication.

EL students in grades K-5, who have been in an EL program for less than two calendar years, should not be considered for retention, unless there are extenuating circumstances (i.e., attendance is less than 70% of the school year).

As part of the promotion/retention process, a meeting with the parent, teacher, site EL Liaison, and principal must be convened to determine whether the student should be considered at risk of retention. Additionally, it is required that the procedures identified in the following sections for various grade levels be followed.

# STUDENT PROGRESSION FOR STUDENTS WHO RECEIVE SPECIAL EDUCATION SERVICES

The Governing Board expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

1. Promotion of General Education Students

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. This recommendation should be based on academic data both summative and formative that supports the promotion of a student to a higher grade. The student's maturity level shall be taken into consideration in making a determination to accelerate a student. Staff, Administration and Parent should meet to discuss the appropriateness of promotion based on academic functioning and maturity prior to making a recommendation of promotion to a higher grade.

2. Retention of General Education Students

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels: (Education Code 48070.5)

Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement:

- Individual assessments
- Summative and Formative Tests
- State Standardized testing
- Documented consistent participation in a District Intervention Program
- Staff and Administration recommendation

3. Promotion of Students on Individualized Education Plans

Each IEP Team shall determine the promotion criteria for students with disabilities. Students are promoted based on district criteria, progress towards IEP goals, or other criteria set by the IEP team.

4. Retention of Students on Individualized Education Plans

Although a student with disabilities can be retained, careful consideration in the development and implementation of the student's IEP should prevent student failure in most cases. The IEP team should consider whether the student's disability adversely

impacts the student's potential for learning or rate of learning. If so, the IEP team should consider accommodations or modifications to minimize this impact.

5. According to a synthesis of the research conducted by Shane Jimmerson, published in the California School Psychologist, Volume 6, pp. 47-59 (2001), regarding the impact of retention on student achievement, "the confluence of results from research during the past century fails to demonstrate achievement, socio-emotional, or behavioral advantages of retaining students. Moreover, the research consistently demonstrates that students who are retained are more likely to drop out of high school."

- Although a student with disabilities can be retained, careful consideration in the development and implementation of the student's IEP should prevent student failure in most cases. The IEP team should consider whether the student's disability adversely impacts the student's potential for learning or rate of learning. If so, the IEP team should consider accommodations or modifications to minimize this impact instead of retention.
- Based on the district's School Board Policy 5123, no student shall be retained more than one time during his or her educational years.
- If you are considering retaining a student on Individualized Education Plan, contact the Coordinator or Director of Student Support Services.

# OVERVIEW OF THE PROMOTION/ACCELERATION/RETENTION PROCESS FOR GRADES 2-6

*EC* sections 48070-48070.6 set forth requirements for pupil promotion and retention (PPR). Ed Code and Board Policy provided in previous sections identify the legal requirements set forth for District staff. The following is a basic overview regarding the process for promotion/retention of at risk students in grades 2-6.

1. Enrollment and Grade Level Progress

Most students enrolled in NSD will participate in seven years of elementary education, Kindergarten-6. Some students who participate in NSD's preschool and Transitional Kindergarten programs will participate for a couple more years. Throughout this period, the school staff will work with the student and parent(s) or guardian(s) in providing a program that will enable each student to grow intellectually, socially, physically, and emotionally. Evaluation of the student's progress will be a continuing process throughout the total elementary experience.

2. Conditions for Acceleration

Although most students will spend seven years in a Kindergarten-6 program, continuous progress for some may mean moving at a slower rate. Some students will need fewer than six years to complete the elementary program. In order for a principal to accelerate a student to the next higher grade, it shall be necessary for the principal to submit to the Assistant Superintendent in Educational Services a report containing achievement scores, recommendation of the student's teacher, other supporting data, and a statement indicating such a move has the involvement of the student's parent(s) or guardian(s).

3. Conditions for Promotion or Retention

The decision to retain a student at the elementary level is made when the student's needs cannot be met adequately in the current grade level. Many factors must be considered in determining if a student should be promoted or retained. Among these are:

- Achievement level of the student
- Report card record
- Age of the student
- Unique developmental level of the student
- Ability level of the student
- Emotional factors
- Placement options
- Attendance

It is expected that a student should not be retained at all during the elementary experience, and if at all, only after all instructional interventions have been met and retention is the last option. If retention occurs, it shall occur only once during the elementary experience. In addition, if a student is retained, it is recommended that placement not be in the same learning environment. If no other placement options are available, retention should be reconsidered.

4. Timeline

Teachers are required to begin identification early in the school year (no later than October). If students are struggling and require intervention, the teacher must consult with the parents of these students (by November of each school year). Students who are being considered for retention shall receive indication of this on their first reporting period report card, and thereafter as necessary. Intervention for students at risk of retention should occur for a minimum of five months. During the month of May, the appropriate staff should meet to make a decision. It is important that the benefit of the viewpoint of the teachers, parents, and staff are considered before making a final decision at the end of the school year.

If the decision is made to promote the student, but the student has not yet met grade level expectations but is making progress, the parent will receive documentation to this affect. This written determination shall specify the reasons that retention is not appropriate for the student. This shall include recommendations for continued interventions necessary to assist the student in working towards attaining acceptable levels of academic achievement.

5. Documentation

The following documentation must be part of the process of identifying a student as being at risk of retention:

- At-risk of Retention Checklist.
- An Academic Intervention Plan; a supplemental checklist identifying actions by student, parent and school may be included.
- Documentation of accommodations and/or modifications made to the curriculum and assessments. Interventions used with the student and results of those interventions (ELD is not considered an intervention, it is part of comprehensible instruction).
- Documentation of meetings that have been held to monitor student's progress throughout the year.
- Data used to monitor student's progress.
- Communication to parents throughout the year of student's academic progress.
- Any other necessary documentation used in making retention recommendation.

All documentation must be kept in the student's cum file for archival purposes.

# STUDENT PERFORMANCE LEVEL CHARTS FOR GRADES 2-6

The student performance level charts show the identified performance levels as they relate to District programs and assessment tools. These charts also reflect the process of student identification for promotion or retention. They are designed so that teachers and administrators may view each child holistically when making decisions regarding promotion or retention. The charts permit decision-makers to identify the overall achievement of each child through district and site assessments as well as classroom performance. The charts also allow for a more narrow focus on student achievement for the purposes of remediation decisions. Teachers and administrators may examine the student's English Language Arts and Mathematics performance to determine whether a student is in need of remediation and intervention in one or more of these areas.

# GRADE 2

| FACTORS TO CONSIDER (WHEN DECISION-MAKING) | | | | | | | | | DECISIONS FOR NEXT YEAR |
|---|---|---|---|---|---|---|---|---|---|
| Classroom Performance and Observations;·· ✱K-6 Literacy Assessment Results ✱Writing Samples ✱Reading Tests ✱ Mathematics Assessment Results ✱Classroom Grades ✱Academic Progress ✱ Parent Input ✱ Principal Advisement ✱ Performance Based on IEP Goals and Objectives (Students with Disabilities Only) ✱English Language Development Assessments (English Language Learners (ELLs) ONLY ✱ Teacher Recommendation | | | | | | | | | |
| **Student Performance Level** | | **Phonics** | **Fluency & Accuracy Scores** | **Reading Running Record Level** | **Writing** | **STAR Reading SS** | **AR/ ATOS** | **STAR Math SS** | **Promotion or Retention** |
| **Above Grade Level** | **85-100%** | 85-100% | >120 | DRA >28<br>FP/HM >M<br>Results >10<br>Rigby (Sp) >22 | Mostly 4's | >407 | >3.0 | >568 | **Promote to next grade level** |
| **At Grade Level** | **70-84%** | 70-84% | 100-120 | DRA 24-28<br>FP/HM L-M<br>Results 9<br>Rigby (Sp) >19 | Mostly 3's | 267-407 | 2.5-3.0 | 462-568 | |
| **Below Grade Level** | **45-69%** | 45-69% | 80-100 | DRA 19-23<br>FP/HM I-K<br>Results 8<br>Rigby (Sp) >16 | Mostly 2's | 125-266 | 1.9-2.4 | 354-461 | **Promote with an Intervention Plan (must receive intervention instruction)** |
| | **0-44%** | 0-44% | <80 | DRA <19<br>FP/HM <I<br>Results <8<br>Rigby (Sp)<14 | ALL 1's | <125 | <1.9 | <354 | **Promote or Retain with an Intervention Plan (must receive daily intervention instruction; report grades ALL 1's)** |

DRA = Developmental Reading Assessment
FP = Fountas and Pinnell
HM = Houghton Mifflin Medallion
Results = CRLP Results Passages
Rigby PM
SS = Scaled Score

# GRADE 3

| FACTORS TO CONSIDER (WHEN DECISION-MAKING) | | | | | | | | | DECISIONS FOR NEXT YEAR |
|---|---|---|---|---|---|---|---|---|---|
| Classroom Performance and Observations:·· ✱K-6 Literacy Assessment Results ✱Writing Samples ✱Reading Tests ✱ Mathematics Assessment Results ✱Classroom Grades ✱Academic Progress ✱ Parent Input ✱ Principal Advisement ✱ Performance Based on IEP Goals and Objectives (Students with Disabilities Only) ✱English Language Development Assessments (English Language Learners (ELLs) ONLY ✱ Teacher Recommendation | | | | | | | | | |
| **Student Performance Level** | | **Phonics** | **Fluency & Accuracy** | **Reading Running Record Level** | **Writing** | **STAR Reading SS** | **AR/ ATOS** | **STAR Math SS** | **Promotion or Retention** |
| **Above Grade Level** | **85-100%** | 85-100% | >140 WPM | DRA >38<br>FP/HM >P<br>Results >13<br>Rigby (Sp) > 26 | Mostly 4's | >542 | >3.9 | >650 | **Promote to next grade level** |
| **At Grade Level** | **70-84%** | 70-84% | 101-140 WPM | DRA 34-37<br>FP/HM O-P<br>Results 12<br>Rigby (Sp) > 23 | Mostly 3's | 309-541 | 3.5-3.9 | 521-649 | |
| **Below Grade Level** | **45-69%** | 45-69% | 75-100 WPM | DRA 29-33<br>FP/HM N<br>Results 11<br>Rigby (Sp) > 22 | Mostly 2's | 211-308 | 2.8-3.4 | 406-520 | **Promote with an Intervention Plan (must receive intervention instruction)** |
| | **0-44%** | 0-44% | <75 WPM | DRA <28<br>FP/HM <M<br>Results <10<br>Rigby (Sp) < 22 | ALL 1's | <210 | <2.8 | <405 | **Promote or Retain with an Intervention Plan (must receive daily intervention instruction; report scores ALL 1's)** |

DRA = Developmental Reading Assessment
FP = Fountas and Pinnell
HM = Houghton Mifflin Medallion
Results = CRLP Results Passages
Rigby PM
SS = Scaled Score

# GRADE 4

| FACTORS TO CONSIDER (WHEN DECISION-MAKING) | | | | | | | DECISIONS FOR NEXT YEAR |
|---|---|---|---|---|---|---|---|
| Classroom Performance and Observations:·· ✱K-6 Literacy Assessment Results ✱Writing Samples ✱Reading Tests ✱ Mathematics Assessment Results ✱Classroom Grades ✱Academic Progress ✱ Parent Input ✱ Principal Advisement ✱ Performance Based on IEP Goals and Objectives (Students with Disabilities Only) ✱English Language Development Assessments (English Language Learners (ELLs) ONLY ✱ Teacher Recommendation | | | | | | | |
| **Student Performance Level** | | **Spring ATOS Level** | **Reading Running Record Level** | **Writing** | **STAR Reading SS** | **STAR Math SS** | **Promotion or Retention** |
| **Above Grade Level** | **85-100%** | >4.9 | DRA >42<br>FP/HM >S<br>Results >16 | Mostly 4's | >549 | >716 | **Promote to next grade level** |
| **At Grade Level** | **70-84%** | 4.3-4.8 | DRA 40-42<br>FP/HM Q-S<br>Results 15 | Mostly 3's | 329-549 | 615-715 | |
| **Below Grade Level** | **45-69%** | 3.8-4.2 | DRA 39<br>FP/HM O,P<br>Results 14 | Mostly 2's | 198-328 | 415- 614 | **Promote with an Intervention Plan (must receive intervention instruction)** |
| | **0-44%** | <3.8 | DRA <38<br>FP/HM <O<br>Results <13 | ALL 1's | <197 | <414 | **Promote or Retain with an Intervention Plan (must receive daily intervention instruction; report card scores ALL 1's)** |

DRA = Developmental Reading Assessment
FP = Fountas and Pinnell
HM = Houghton Mifflin Medallion
Results = CRLP Results Passages
SS = Scaled Score

# GRADE 5

| FACTORS TO CONSIDER (WHEN DECISION-MAKING) | | | | | | | DECISIONS FOR NEXT YEAR |
|---|---|---|---|---|---|---|---|
| Classroom Performance and Observations:·· ✱K-6 Literacy Assessment Results ✱Writing Samples ✱Reading Tests ✱ Mathematics Assessment Results ✱Classroom Grades ✱Academic Progress ✱ Parent Input ✱ Principal Advisement ✱ Performance Based on IEP Goals and Objectives (Students with Disabilities Only) ✱English Language Development Assessments (English Language Learners (ELLs) ONLY ✱ Teacher Recommendation | | | | | | | |
| **Student Performance Level** | | **Spring ATOS Level** | **Reading Running Record Level** | **Writing** | **STAR Reading SS** | **STAR Math SS** | **Promotion or Retention** |
| **Above Grade Level** | **85-100%** | >5.9 | DRA >50<br>FP/HM >V<br>Results >19 | Mostly 4's | >719 | >804 | **Promote to next grade level** |
| **At Grade Level** | **70-84%** | 5.3-5.8 | DRA 44-49<br>FP/HM T-V<br>Results 18 | Mostly 3's | 487-718 | 667-803 | |
| **Below Grade Level** | **45-69%** | 4.8-5.2 | DRA 38-43<br>FP/HM Q-S<br>Results 17 | Mostly 2's | 262-486 | 545-663 | **Promote with an Intervention Plan (must receive intervention instruction)** |
| | **0-44%** | <4.8 | DRA <38<br>FP/HM <Q<br>Results <17 | ALL 1's | <262 | <545 | **Promote or Retain with an Intervention Plan (must receive daily intervention instruction; report card scores ALL 1's)** |

DRA = Developmental Reading Assessment
FP = Fountas and Pinnell
HM = Houghton Mifflin Medallion
Results = CRLP Results Passages
SS = Scaled Score

# GRADE 6

| FACTORS TO CONSIDER (WHEN DECISION-MAKING) | | | | | | | DECISIONS FOR NEXT YEAR |
|---|---|---|---|---|---|---|---|
| Classroom Performance and Observations:·· ✱K-6 Literacy Assessment Results ✱Writing Samples ✱Reading Tests ✱ Mathematics Assessment Results ✱Classroom Grades ✱Academic Progress ✱ Parent Input ✱ Principal Advisement ✱ Performance Based on IEP Goals and Objectives (Students with Disabilities Only) ✱English Language Development Assessments (English Language Learners (ELLs) ONLY ✱ Teacher Recommendation | | | | | | | |
| **Student Performance Level** | | **Spring ATOS Level** | **Reading Running Record Level** | **Writing** | **STAR Reading SS** | **STAR Math SS** | **Promotion or Retention** |
| **Above Grade Level** | **85-100%** | 6.8> | DRA >60<br>FP/HM YZ<br>Results 22 | Mostly 4's | >853 | >864 | **Promote to next grade level** |
| **At Grade Level** | **70-84%** | 6.0-6.7 | DRA – 50-60<br>FP/HM VWX<br>Results 20-21 | Mostly 3's | 613-852 | 863-791 | |
| **Below Grade Level** | **45-69%** | 5.0-5.9 | DRA – 44-50<br>FP/HM T-V<br>Results 18-19 | Mostly 2's | 442-612 | 578-790 | **Promote with an Intervention Plan (must receive intervention instruction)** |
| | **0-44%** | <4.9 | DRA <44<br>FP/HM <S<br>Results <17 | ALL 1's | <441 | <577 | **Promote or Retain with an Intervention Plan (must receive daily intervention instruction; report card scores ALL 1's)** |

FP = Fountas and Pinnell
Results = CRLP Results Passages
DRA = Developmental Reading Assessment
HM = Houghton Mifflin Medallion
SS = Scaled Score

# FORMS FOR GRADES 2-6

# NATIONAL SCHOOL DISTRICT

## *Promotion/Retention Criteria Checklist for Grades 2-6*

_____ _____
Name of Student Birthdate

_____ _____ _____
School Teacher Grade

Support Services Received: _____

In the United States less than two years. (circle one) Yes No

Number of years in National School District. _____

Number of different schools attended within the last 3 years. _____

Student's level of achievement:

**Renaissance Learning - 2nd through 6th**
**STAR Reading** Scaled Score_____ Performance Level_____
**STAR Math** Scaled Score_____ Performance Level_____
**Accelerated Reader** Performance Level _____

**Place a check (√) in front of each characteristic that describes this student.**

____ Student has been retained.

____ Student has excessive tardies. Number of tardies: _____

____ Student has been absent 18 days or more in a school year. Has student been SARBed? _____

Number of absences in the current year _____ Previous years _____

Reason for absences _____

____ Student is an English Language Learner. Primary Language _____

**CELDT** Overall Score _____Level/Scale Score_____

Listening (Level/Scaled Score)_____ Speaking (Level/Scaled Score) _____

Reading (Level/Scaled Score) _____ Writing (Level/Scaled Score) _____

____ Student has not met grade level standards according to *Criteria for Identification of Students at Risk of Retention* (report card).

Reading _____ Writing _____ Math _____

____ Student has limited experiential background. ____

____Student is socially/emotionally immature

____Student has been assessed for Special Education services (Outcome _____)

**COMPLETE AND BRING TO TEAM MEETING**



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# DISTRITO ESCOLAR NATIONAL

***Lista de Criterios para Pasar de Año o Retener a Alumnos de 2° a 6° Grado Escolar***

_____ _____
Nombre del alumno o la alumna Fecha de nacimiento

_____ _____ _____
Escuela Maestra(o) Grado

Servicios de apoyo que ha recibido: _____

Ha residido en los Estados Unidos por menos de dos años (encierre en un círculo): Sí No

Cantidad de años que ha estado en el Distrito Escolar National _____

Cantidad de escuelas distintas a las que ha asistido en los tres años pasados _____

Nivel de aprovechamiento del alumno o la alumna:

**Renaissance Learning para alumnos de 2° a 6° grado**
**Lectura de STAR** Resultados conforme a una escala _____ Nivel de desempeño _____
**Matemáticas de STAR** Resultados conforme a una escala _____ Nivel de desempeño _____
**Accelerated Reader** Nivel de desempeño _____

**Ponga una ( √) delante de cada característica que describa a este alumno o alumna:**

_____ Se retuvo al alumno o a la alumna.
_____ El alumno o la alumna tiene tardanzas excesivas. El número de tardanzas: _____
_____ El alumno o la alumna ha faltado a la escuela 18 días o más en un año escolar.

Debido a sus faltas, ¿la alumna o el alumno ha sido citado a una audiencia por la Junta de SARB?_____

Cantidad de faltas que tiene este año _____ Cantidad de faltas que tuvo en años anteriores _____

Razón de las faltas _____

_____ La alumna o el alumno es estudiante de inglés como segunda lengua. Idioma que habla principalmente: _____

**CELDT** Puntuación general en la prueba _____ Nivel/Escala de puntuación _____

Escuchar (Nivel/Escala de puntuación) _____ Hablar (Nivel/Escala de puntuación) _____
Leer (Nivel/Escala de puntuación) _____ Escribir (Nivel/Escala de puntuación) _____

_____ El alumno o la alumna no ha logrado los estándares de nivel de grado según el *Factores a tener en Cuenta para Identificar a Estudiantes en Riesgo de Retención* (boleta de calificaciones).
Lectura _____ Escritura _____ Matemáticas _____

_____ El alumno o la alumna recibe calificaciones de 1 en la mayoría de sus tareas.

_____ El alumno o la alumna ha tenido escasas experiencias.

_____ El alumno o la alumna no tiene madurez social o emocional.

_____ Se evaluó al alumno o a la alumna para recibir servicios de educación especial (Resultados _____)

**COMPLETE Y LLEVE A LA JUNTA DEL EQUIPO DE EVALUACIÓN DEL ESTUDIANTE**

# NATIONAL SCHOOL DISTRICT

## *Academic Intervention Plan Grades 2-6*

| | |
|---|---|
| Student's Name | Teacher |
| School | Grade |

This student has been identified as at risk of retention. The following interventions have been developed to assist the student in meeting minimum standards for promotion.

***The student will*** _____

_____

_____

***The parent/guardian will*** _____

_____

_____

***The school will*** _____

_____

_____

| | | |
|---|---|---|
| Parent's Signature | Student's Signature | Date |
| Teacher's Signature | Date | |
| Principal's Signature | Date | |

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06/2015

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Pink: Teacher

# DISTRITO ESCOLAR NATIONAL

## *Plan de Intervención Académica Grados 2-6*

| | |
|---|---|
| **Nombre del estudiante** | **Maestro(a)** |
| **Escuela** | **Grado** |

Se determinó que este estudiante está en riesgo de retención. En consecuencia, se planearon las siguientes acciones de intervención para ayudarle a cumplir con los mínimos estándares para que pase de grado.

***El estudiante*** _____

_____

_____

***El padre o tutor*** _____

_____

_____

***La escuela*** _____

_____

_____

| | | |
|---|---|---|
| Firma del padre | Firma del estudiante | Fecha |
| Firma del maestro | Fecha | |
| Firma del director | Fecha | |

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# NATIONAL SCHOOL DISTRICT

## *Final Promotion/Retention Notification Form*
## *Grades 2-6*

After evaluating student progress, the classroom teacher has recommended to retain/promote (circle one) your child, and will place him/her in the _____ grade for the next academic school year.

**REASONS FOR DECISION:**

**Reading:** _____

_____

**Language:** _____

_____

**Math:** _____

_____

**Other:** _____

_____

_____ _____
Teacher's Signature Date

I understand the decision of the teacher.

- ☐ I agree with the teacher's decision for placement.
- ☐ I do **not** agree with the teacher's decision for placement.
- ☐ I understand I have the right to appeal the teacher's decision.
- ☐ I understand that I may request assistance from the principal or his/her designee in preparing an appeal.

_____ _____
Parent's Signature Date

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Pink: Ther

# DISTRITO ESCOLAR NATIONAL

## *Notificación de Retención o Promoción Definitiva*
## *Grados 2-6*

Después de haber evaluado el progreso del estudiante, el maestro(a) del salón recomendó que se la promueva/retenga (encierre en un círculo) su niño/a y se le colorcará en _____ grado durante el siguiente año académico.

## RAZONES DE LA DECISION:

**Lectura:** _____

_____

**Lenguaje:** _____

_____

**Matématicas:** _____

_____

**Otra:** _____

_____

_____ _____
Firma del maestro(a) Fecha

Entiendo la decisión del maestro(a)

- ☐ Estoy de acuerdo con la decisión de colocación del maestro(a).
- ☐ **No** estoy de acuerdo con la decisión de colocación del maestro(a).
- ☐ Entiendo que tengo el derecho a apelar la decision del maestro(a).
- ☐ Entiendo que puedo solicitor ayuda del director(a) o de su representante en la preparación de la apelación.

_____ _____
Firma del padre o de la madre Fecha

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# NATIONAL SCHOOL DISTRICT

## *Teacher Statement:*
## *Promotion of Student Not Meeting Criteria*
## *Grades 2-6*

| | | |
|---|---|---|
| **Student's Name** | **Grade** | **Age** |
| **School** | **Teacher** | |

Even though this student has not met the minimum standards for promotion, I am promoting him/her to the next grade level because, in my best judgment, retention is not the appropriate intervention.

Reasons that retention is not appropriate for this student are:

Recommendation for further interventions necessary to assist student in meeting minimum grade level standards:

Teacher's Signature _____ Date _____

Parent's Signature _____ Date _____

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Pink: Teacher

# DISTRITO ESCOLAR NATIONAL

## *Declaración del Maestro(a):*
## *Promoción de Estudiante que no Cumplé los Requisitos*
## *Grados 2-6*

| | | |
|---|---|---|
| Nombre del estudiante | Grado | Edad |
| Escuela | Maestro(a) | |

Aunque este(a) estudiante no ha logrado los estándares mínimos para promoción, le pasó al siguiente grado escolar porque, en mi opinión, no es apropriado a retenerle.

Razones por las que la retención no es apropriada para este(a) estudiante:

Recomendación para otras intervenciones necesarias para ayudar al estudiante a lograr los estándares mínimos del grado escolar:

| | |
|---|---|
| Firma del maestro( a) | Fecha |
| Firma del padre o del tutor | Fecha |

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Pink: Teacher

# KINDERGARTEN CONTINUANCE

*EC* sections 48070-48070.5 set forth requirements for pupil promotion and retention (PPR). While kindergarten was not a grade level included by legislators, *EC* Section 48070.5(j) enables local boards to adopt additional PPR policies. Districts considering continuance of kindergartners may want to consider:

- Reviewing current research;
- Developing a plan to reduce the rate of continuance;
- Improving the instructional program for students at risk of continuance; and
- Monitoring the progress of schools in reducing continuance rates, including the differential effects of continuance for different ethnic groups, non-English-speaking children, and over-representation based on gender.

1. Continuance

Continuance is defined as more than one school year in kindergarten. *EC* Section 48011 requires a child who has completed a year of kindergarten to be promoted to first grade, unless the parent or guardian and the district agree that the child may continue in kindergarten not more than one additional school year.

2. Conditions for Promotion or Retention

The decision to continue a student in kindergarten is made when the student's needs cannot be met adequately at the next grade level. Many factors must be considered in determining if a student should be promoted or retained (continued in Kindergarten). Among these are:

- Achievement level of the student
- Report card record
- Age of the student
- Unique developmental level of the student
- Ability level of the student
- Emotional factors
- Placement options
- Attendance

It is expected that a student should not be retained (or continued in Kindergarten) at all during the elementary experience, and if at all, only after all instructional interventions have been met and continuance/retention is the last option. If continuance/retention occurs, it shall occur only once during the elementary experience. In addition, if a student is continued/retained, it is recommended that placement not be in the same learning environment. If no other placement options are available, continuance/retention should be reconsidered.

Under *EC* sections 48000, 48010, and 48011, a child who has been lawfully admitted to kindergarten and who is at least five years of age in a private or public school in California or any other state and who has completed one year in that school shall be admitted to the first grade of an elementary school unless the parent or guardian and the school agree that the child should continue in kindergarten (for not more than an additional school year).

3. Timeline

Teachers are required to begin identification early in the school year (no later than October). If students are struggling and require intervention, the teacher must consult with the parents of these students (by November of each school year). Students who are being considered for continuance shall receive indication of this on his/her first reporting period report card, and thereafter as necessary, or sooner if possible. Intervention for students at risk of continuance (retention) should occur for a minimum of five months. During the month of May, the appropriate staff should meet to make a final decision. It is important that the benefit of the viewpoint of the teachers, parents, and staff are considered before making a final decision at the end of the school year.

If the decision is made to promote the student but the student has not yet made grade level expectations but is making progress, the parent will receive documentation to this affect. This written determination shall specify the reasons that continuance (retention) is not appropriate for the student and shall include recommendations for continued interventions, other than continuance/retention that in the opinion of the teacher, are necessary to assist the student to work towards attaining acceptable levels of academic achievement.

4. Documentation

The following documentation must be part of the process of identifying a student as being at-risk of continuance/retention:

- At-risk of Retention Checklist.
- An Academic Intervention Plan; a supplemental checklist identifying actions by student, parent and school may be included.
- Documentation of accommodations and/or modifications made to the curriculum and assessments. Interventions used with the student and results of those interventions (ELD is not considered an intervention, it is part of comprehensible instruction).
- Documentation of meetings that have been held to monitor student's progress throughout the year.
- Data used to monitor student's progress.
- Communication to parents throughout the year of student's academic progress.
- Any other necessary documentation used in making retention recommendation.

All documentation must be kept in the student's cum file for archival purposes.

5. Parent Consent

A parent/guardian who agrees their child is to continue in kindergarten must sign the Kindergarten Continuance Form (PDF) (available translations). Failure to have signed forms on file may jeopardize audit findings and result in a loss of apportionment.

School districts may not retain a child in kindergarten without the consent of a parent or guardian. Parents are not required to sign a Kindergarten Continuance Form if they do not agree that the child should repeat kindergarten. The absolute maximum for retention in kindergarten is one year. According to *EC* Section 48011, a child may not continue in kindergarten for more than one year past the year he or she first attended kindergarten.

6. Transitional Kindergarten

**Students in Transitional Kindergarten may not be retained.** Transitional Kindergarten (TK) is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.

# STUDENT PERFORMANCE LEVEL CHART FOR KINDERGARTEN

The student performance level chart shows the identified performance levels as they relate to District programs and assessment tools. These charts also reflect the process of kindergarten student identification for promotion or continuance. It is designed so that teachers and administrators may view each child holistically when making decisions regarding promotion or continuance. The chart permits decision-makers to identify the overall achievement of each child through district and site assessments as well as classroom performance. The chart also allows for a more narrow focus on student achievement for the purposes of remediation decisions. Teachers and administrators may examine the student's English Language Arts and Mathematics performance to determine whether a student is in need of remediation and intervention in one or more of these areas.

# GRADE K

| FACTORS TO CONSIDER (WHEN DECISION-MAKING) | | | | | | | | | DECISIONS FOR FOLLOWING SCHOOL YEAR |
|---|---|---|---|---|---|---|---|---|---|
| Classroom Performance and Observations:·· ✱K-6 Literacy Assessment Results ✱Writing Samples ✱Reading Tests ✱ Mathematics Assessment Results ✱Classroom Grades ✱Academic Progress ✱ Parent Input ✱ Principal Advisement ✱ Performance Based on IEP Goals and Objectives (Students with Disabilities Only) ✱English Language Development Assessments (English Language Learners (ELLs) ONLY ✱ Teacher Recommendation | | | | | | | | | |
| **Student Performance Level** | | **Phonemic Awareness** | **Phonics** | **Reading Running Record** | **Writing** | **SME Reading** | **SME Math** | **Report Card** | **Promotion or Continuance** |
| **Above Grade Level** | **85-100%** | >85% | >85% | DRA >3<br>1.0><br>FP/HM Level C><br>Results Level >3<br>Rigby (Sp) > 3 | Mostly 4's | >1.8 | >1.2 | Mostly 4's | **Promote to next grade level** |
| **At Grade Level** | **70-84%** | 70-84% | 70-84% | DRA 2<br>BR<br>P<br>FP/HM Level B<br>Results Level 3<br>Rigby (Sp) 2 | Mostly 3's | 1-1.8 | .7-1.2 | Mostly 3's | |
| **Below Grade Level** | **45-69%** | 45-69% | 45-69% | DRA 1<br>BR<br>PP<br>FP/HM Level A<br>Results Level 2<br>Rigby (Sp) 1 | Mostly 2's | 1-1 | .1-.6 | Mostly 2's | **Promote with an Intervention Plan (must receive intervention instruction)** |
| | **0-44%** | 0-44% | 0-44% | DRA 0<br>BR<br><PP<br>FP/HM <Level A<br>Results Level 1<br>Rigby (Sp) 0 | ALL 1's | 0 | 0 | ALL 1's | **Promote or Continue in Kindergarten with an Intervention Plan (must receive daily intervention instruction)** |

DRA = Developmental Reading Assessment
FP = Fountas and Pinnell
HM = Houghton Mifflin Medallion
Results = CRLP Results Passages
Rigby PM

# FORMS FOR KINDERGARTEN

# NATIONAL SCHOOL DISTRICT

## *At Risk Indicators for Kindergarten*

DIRECTIONS: Please complete for student who demonstrates minimal understanding of grade level standards on the end-of-year assessments.

Name of Student_____ Age Yrs:_____Mo:_____

School_____ Teacher _____

Support Services Received:_____

Attended Preschool: Yes No (circle one) District: _____

Number of schools attended: _____

Student's level of achievement: Phonemic Awareness _____

Phonics _____

Math _____

**Place a check (✓) in front of each characteristic that describes the student.**

- ☐ Student has had limited or no prior school experience.
- ☐ Student has been absent 18 days or more in a school year and/or has excessive tardies.

  Number of absences _____ Number of tardies _____

  Reason for absences/tardies: _____

  Student has/has not (circle one) been referred to SARB.
- ☐ Student is an English Learner

  Primary Language _____
- ☐ Student has not met grade level standards according to report card.
- ☐ Student has been referred for SST. Date _____

Listening Skills

- ☐ Quickly changes his/her attention from one thing to another.
- ☐ Beginning to show evidence of listening skills.
- ☐ Attentive for longer periods of time and displays signs of active listening.
- ☐ Listens attentively and makes relevant responses.

Oral Language

- ☐ Reluctant to speak in class.
- ☐ Responds infrequently. Expresses ideas using single words and gestures. Uses language to satisfy basic wants and needs.
- ☐ Is moving toward relevant responses. Memorizes and repeats poems, rhymes and songs.
- ☐ Takes part in classroom discussions. Expresses ideas in complete sentences. Uses language in work and play with peers. Dictates a story.

Personal and Social Growth

- ☐ Follows classroom rules.
- ☐ Follows playground rules.
- ☐ Plays well with others.
- ☐ Listens while others speak.
- ☐ Accepts responsibility for own actions.
- ☐ Student has limited experiential background.
- ☐ Student is socially/emotionally immature.
- ☐ Student is physically immature.
- ☐ Developmentally appropriate large motor skills.
- ☐ Developmentally appropriate fine motor skills.
- ☐ Student has potential for success if continued in kindergarten.

**Work Habits**

- ☐ Follows directions.
- ☐ Completes work.
- ☐ Works well with others and shares.
- ☐ Attends to tasks.
- ☐ Works well with partner in cooperative learning setting.

**Parent Participation**

- ☐ Sends child to school regularly and on time.

Days Absent_____ Times Tardy_____

- ☐ Ensures homework is complete.
- ☐ Attends Parent/Teacher Conferences.
- ☐ Attends school functions.
- ☐ Serves as a classroom/school volunteer.
- ☐ Participates in parent/family education opportunities.
- ☐ Reads to child daily.

**Academic Summary** (Fall, Winter, Spring)

- ☐ Concepts about print.
- ☐ Letter recognition.
- ☐ Writes name. (Fall Only)

**Academic Summary** (Winter, Spring Only

- ☐ Blending.
- ☐ Comprehension and Retell.
- ☐ Letter Sounds.
- ☐ Writes Letters.



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Yellow: Teacher

**DISTRITO ESCOLAR NATIONAL**

*Indicadores de A-Riesgo para Jardín de Niños*

**DIRECCIONES:** Por Favor de completar para estudiantes que demuestran mínimo entendimiento de normas del nivel de grado en evaluaciones del fin del año.

Nombre del Estudiante_____ Edad _____:Años_____:Meses

Escuela_____ Maestro/a _____

Servicios de Apoyo Recibidos:_____

Asistió Pre-escolar: Si No (circule uno) Distrito: _____

Numero de escuelas que a asistido: _____

Nivel del estudiante de excito: Conocimiento Fonético _____

Fonología _____

Matemáticas _____

**Por Favor de poner una marca (✓) en frente de cada característica que describe el estudiante.**

☐ Estudiante ha tenido limitada o ninguna experiencia en la escuela.

☐ Estudiante ha estado ausente 18 días o mas en el año escolar y/o tiene tardanzas excesivas.

Numero de ausencias _____ Numero de tardanzas _____

Razón para ausencia/tardanza: _____

Estudiante ha sido/no ha sido (circule uno) referido a SARB.

☐ Estudiante es un Estudiante Aprendiendo Español como Segundo Lenguaje

Lenguaje Primario _____

☐ Estudiante no llena normas del nivel de grado de acuerdo a boleta de calificaciones.

☐ Estudiante a sido referido para SST. Fecha _____

**Habilidades de Escuchar**

☐ Rápidamente cambia su atención de una cosa a otra.

☐ Empezando a enseñar evidencia a habilidades de escuchar.

☐ Atento por periodos mas largos de tiempo y demuestra señales de escuchar atentamente.

☐ Escucha atentamente y hace respuestas relevantes.

**Lenguaje Oral**

☐ Renuente a hablar en clase.

☐ Responde infrecuentemente. Expresa ideas usando palabras singulares y gestos. Usa lenguaje para satisfacer deseos básicos y necesidades.

☐ Esta moviendo hacia respuestas relevantes. Memoriza y repite poemas, rimas y canciones.

☐ Toma parte en discusiones del salón de clase. Expresa ideas en oraciones completas. Usa lenguaje en trabajo y jugando con compañeros. Dicta una historia.

**Crecimiento Personal y Social**

- ☐ Sigue reglas del salón de clase.
- ☐ Sigue reglas en campo de recreo.
- ☐ Juega bien con otros.
- ☐ Escucha mientras otros hablan.
- ☐ Acepta responsabilidad para sus acciones.
- ☐ Estudiante tiene historial experimental limitado.
- ☐ Estudiante es inmaduro social/emocionalmente.
- ☐ Estudiante es físicamente inmaduro.
- ☐ Desarrolladamente apropiado en habilidades del motor grande.
- ☐ Desarrolladamente apropiado en habilidades del motor fino.
- ☐ Estudiante tiene potencial si continua en Jardín de Niños.

**Hábitos de Trabajo**

- ☐ Sigue direcciones.
- ☐ Completa trabajo.
- ☐ Trabaja bien con otros y comparte.
- ☐ Presta atención a trabajos.
- ☐ Trabaja bien con compañeros en ambiente de aprendizaje cooperativo.

**Participación de Padres**

- ☐ Manda a hijo/a a la escuela regularmente y a tiempo.

  Días Ausente_____ Veces Tarde_____

- ☐ Se asegura que la tares esta completada.
- ☐ Asiste a Conferencias de Padres/Maestros
- ☐ Asiste a eventos sociales en la escuela.
- ☐ Sirve como voluntaria en el salón de clase/escuela.
- ☐ Participa en oportunidades de educación de padres/familia.
- ☐ Lee diariamente a su hijo/a.

**Resumen Académico** (Otoño, Invierno, Primavera)

- ☐ Conceptos sobre escribir.
- ☐ Reconocimiento de Letras.
- ☐ Escribe su nombre. (Otoño solamente)

**Resumen Académico** (Invierno, Primavera solamente)

- ☐ Mezclar.
- ☐ Comprensión y Redecir.
- ☐ Sonidos de Letras.
- ☐ Escribe Letras

# NATIONAL SCHOOL DISTRICT

## *Kindergarten – Intervention Action Plan*

Name of Student _____ Date _____

School _____ Teacher _____

| Concerns | Help at School | Help at Home |
|---|---|---|
| | | |

_____
Parent Signature

_____
Teacher Signature

Date of next meeting: _____

Comments:

EDSERV-P/R
2/2001 04/K

Keep copy for child's cum folder

# DISTRITO ESCOLAR NATIONAL

## *Plan de Intervención y Acción – Kinder*

Nombre del estudiante _____ Fecha _____

Escuela _____ Maestro(a) _____

| Areas en que su niño/a necesita ayuda | Ayuda en la escuela | Ayuda en el hogar |
|---|---|---|
| | | |

_____ _____

Firma del padre o tutor Firma del maestro(a)

Fecha de la próxima junta: _____

Comentarios:

EDSERV-P/R
2/2001 04/K

Keep copy for child's cum folder

# NATIONAL SCHOOL DISTRICT

## *Final Notification Form–Kindergarten Continuance*

After evaluating student progress, the classroom teacher recommends/does not recommend (circle one) kindergarten continuance for your child, and is recommending placement in the _____ grade for the next academic school year.

## REASONS FOR DECISION:

_____

_____

_____

_____

_____

_____

_____ Teacher's Signature

_____ Date

I understand the decision of the teacher.

- ☐ I agree with the teacher's decision for placement.
- ☐ I do <u>not</u> agree with the teacher's decision for placement.
- ☐ I understand I have the right to appeal the teacher's decision.
- ☐ I understand that I may request assistance from the principal or his/her designee in preparing an appeal. .

_____ Parent's Signature

_____ Date



Keep copy for child's cum folder

# DISTRITO ESCOLAR NATIONAL

## *Notijicación Final - Continué en Kinder*

Después de haber evaluado el progreso del estudiante, el mestro(a) del salón recomendó que se le promueva/continua (encierre en un círculo) su niño/a, y se recomienda la colocación de su niño/a en el _____ grado para el siguiente año escolar.

**RAZONES PARA LA DECISIÓN:**

_____

_____

_____

_____

_____

_____

_____ _____
Firma del maestro(a) Fecha

Entiendo la decisión del maestro(a)

- ☐ Estoy de acuerdo con la decisión de colocación del maestro(a).
- ☐ **No** estoy de acuerdo con la decisión de colocación del maestro( a).
- ☐ Entiendo que tengo el derecho a apelar la decision del aestro(a).
- ☐ Entiendo que puedo solicitor ayuda del director(a) o de su representante en la preparación de la apelación.

_____ _____
Firma del padre o tutor Fecha

# NATIONAL SCHOOL DISTRICT

## *Teacher Statement:*
## *Promotion of Student Not Meeting Criteria*
## *Kindergarten*

| | | |
|---|---|---|
| **Student's Name** | **Grade** | **Age** |
| **School** | **Teacher** | |

Even though this student has not met the minimum standards for promotion, I am promoting him/her to the next grade level because, in my best judgment, retention is not the appropriate intervention.

Reasons that retention is not appropriate for this student are:

Recommendation for further interventions necessary to assist student in meeting minimum grade level standards are:

Teacher's Signature _____ Date _____

Parent's Signature _____ Date _____

EDSER V-P R
10.WOO 014

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Yellow: Cum Folder
Pink: Teacher

# DISTRITO ESCOLAR NATIONAL

## *Declaración del Maestro(a):*
## *Promoción de Estudiante que no Cumplé los Requisitos Kinder*

| | | |
|---|---|---|
| Nombre del estudiante | Grado | Edad |
| Escuela | Maestro(a) | |

Aunque este(a) estudiante no ha logrado los estándares mínimos para promoción, le pasó al siguiente grado escolar porque, en mi opinión, no es apropriado a retenerle.

Razones por las que la retención no es apropriada para este(a) estudiante:

Recomendación para otras intervenciones necesarias para ayudar al estudiante a lograr los estándares mínimos del grado escolar:

| | |
|---|---|
| Firma del maestro( a) | Fecha |
| Firma del padre o del tutor | Fecha |

EDSERV-P/R
10 2000 014

COPIES TO: White: Parent/Guardian
Yellow: Cum Folder
Pink: Teacher

# California Department of Education

## Kindergarten Continuance Form
## Parental Agreement for Pupil to Continue in Kindergarten

Reflects amendments to California *Education Code* sections 46300 and 48011, effective Jan. 1, 1992

**Name of Pupil** _____

**Kindergarten Attendance Anniversary Date** _____

**Name of School Official Approving for District** _____

Information for parent or guardian

California law provides that after a child has been lawfully admitted to a kindergarten and has attended for a year, the child shall be promoted to the first grade unless the school district and the child's parent/guardian agree to having the child continue to attend kindergarten for not longer than one additional year. This rule applies whether a child begins kindergarten at the beginning of a school year or at some later date, so that a child who begins kindergarten in January, for example, shall be promoted the following January unless there is formal agreement to have him or her continue in kindergarten. Because kindergarten-age children often do not develop at steady or predictable rates, the California Department of Education recommends that approval for a child to continue not be given until **near the anniversary** of a child's admittance to kindergarten.

I agree to having my child (named above) continue in kindergarten until _____
(date)

(may not be more than one year beyond anniversary)

Signature of Parent/Guardian _____ Date: _____

Printed/typed name of Parent/ Guardian _____

Address: _____

_____

Telephone Number _____

California Department of Education

May 2009

# Departamento de Educación de California

## Formulario de acuerdo de los padres
## Acuerdo para que los estudiantes continúen en el jardín infantil

Refleja las enmiendas realizadas a las secciones 46300 y 48011
del *Código de Educación*, vigentes desde el 1 de enero de 1992

**Nombre del estudiante** _____

**Fecha del aniversario de asistencia al jardín infantil** _____

**Nombre del directivo de la escuela que realiza la aprobación en nombre del distrito** _____

Información para los padres o el tutor

La ley de California establece que después de que un niño o niña ha ingresado a un jardín infantil y ha asistido durante un año, debe ser promovido a primer grado a menos que el distrito escolar y los padres o el tutor acuerden que el niño continúe asistiendo al jardín infantil por un año más como máximo. Esta regla se aplica ya sea que el niño comience el jardín infantil al comienzo del año escolar o en una fecha posterior. De esta manera, un niño que comienza el jardín infantil en enero, por ejemplo, debe ser promovido en enero del año siguiente a menos que exista un acuerdo formal para que continúe asistiendo al jardín infantil. Debido a que los niños en edad de asistir al jardín infantil generalmente no se desarrollan a un ritmo constante o predecible, el Departamento de Educación de California recomienda que la aprobación para que un niño continúe no debe proporcionarse hasta que no se aproxime la fecha del aniversario de admisión del niño al jardín infantil.

Acepto que mi hijo/a (nombrado anteriormente) continúe asistiendo al jardín infantil hasta _____ (por no más de un año después de la fecha de aniversario)
(fecha)

Firma del padre/madre o tutor _____ Fecha: _____

Nombre del padre/madre o tutor escrito a máquina/en letra de imprenta

_____

Dirección: _____

_____

Número de teléfono_____

*Revisado 5/18/2009*

# FIRST GRADE

According to *California Education Code,* districts **may** also set promotion criteria at other grade levels. National School District has not developed board-approved promotion/acceleration/retention criteria for first grade students. As such, students in first grade will be identified at risk because of failure to meet grade level benchmarks throughout the school year. Remediation and interventions will be provided and documented for identified students. Retention is NOT recommended for first grade students.

1. Conditions for Identification At-risk

The decision to identify a first grade student at risk is made when the student fails to consistently meet benchmarks and the student demonstrates needs that require additional attention and remediation. Many factors must be considered in determining if a student should be identified at-risk. Among these are:

- Achievement level of the student
- Report card record
- Age of the student
- Unique developmental level of the student
- Ability level of the student
- Emotional factors
- Placement options
- Attendance

2. Timeline

Teachers are required to begin identification of students at risk early in the school year (October timeframe) for those students who are struggling and require intervention. Teachers must consult with the parents of these students by November of each school year. Students who are being identified at-risk shall receive indication of this on the first reporting period report card whenever possible. Intervention should occur for a minimum of five months.

3. Documentation

The following documentation must be part of the process of identifying a student as being at risk of retention:

- At-risk Checklist.
- An Academic Intervention Plan; a supplemental checklist identifying actions by student, parent and school may be included.
- Documentation of accommodations and/or modifications made to the curriculum and assessments. Interventions used with the student and results of those interventions.

- Documentation of meetings that have been held to monitor student's progress throughout the year.
- Data used to monitor student's progress.
- Communication to parents throughout the year of student's academic progress.
- Final notification of student progress in May.

All documentation must be kept in the student's cum file for archival purposes.

# STUDENT PERFORMANCE LEVEL CHART FOR GRADE 1
# (IDENTIFICATION OF AT RISK)

The student performance level chart shows the identified performance levels as they relate to District programs and assessment tools. These charts also reflect the identification process of a first grade student as at-risk. It is designed so that teachers and administrators may view each child holistically when making decisions regarding identification at-risk. The chart permits decision-makers to identify the overall achievement of each child through district and site assessments as well as classroom performance. The chart also allows for a more narrow focus on student achievement for the purposes of remediation decisions. Teachers and administrators may examine the student's English Language Arts and Mathematics performance to determine whether a student is in need of remediation and intervention in one or more of these areas.

# GRADE 1

| FACTORS TO CONSIDER (WHEN DECISION-MAKING) | | | | | | | | | INTERVENTION DECISIONS |
|---|---|---|---|---|---|---|---|---|---|
| Classroom Performance and Observations:·· ✱K-6 Literacy Assessment Results ✱Writing Samples ✱Reading Tests ✱ Mathematics Assessment Results ✱Classroom Grades ✱Academic Progress ✱ Parent Input ✱ Principal Advisement ✱ Performance Based on IEP Goals and Objectives (Students with Disabilities Only) ✱English Language Development Assessments (English Language Learners (ELLs) ONLY ✱ Teacher Recommendation | | | | | | | | | |
| **Student Performance Level** | | **Phonemic Awareness** | **Phonics** | **Reading Running Record Level** | **Writing** | **STAR Early Literacy/SP Reading SS** | **AR/ ATOS** | **STAR Math SS** | **Identification of At-Risk** |
| **Above Grade Level** | **85-100%** | 85-100% | 85-100% | DRA >16<br>FP/HM >I<br>Results >7<br>Rigby (Sp) >5 | Mostly 4's | >798 | >2.0 | >354 | **NOT At-Risk** |
| **At Grade Level** | **70-84%** | 70-84% | 70-84% | DRA 10-16<br>FP/HM F-I<br>Results 4-7<br>Rigby (Sp) 3-4 | Mostly 3's | 556-798 | 1.3-2.0 | 179-354 | |
| **Below Grade Level** | **45-69%** | 45-69% | 45-69% | DRA 4-9<br>FP/HM C-E<br>Results 1-3<br>Rigby (Sp) 2 | Mostly 2's | 301-555 | 1-1.2 | 1-178 | **At-Risk Intervention Plan (must receive consistent intervention)** |
| | **0-44%** | 0-44% | 0-44% | DRA <4<br>FP/HM <C<br>Results <1<br>Rigby (Sp) <2 | ALL 1's | <300 | < 0 | <0 | **At-Risk Intervention Plan (must receive daily intervention instruction)** |

DRA = Developmental Reading Assessment
FP = Fountas and Pinnell
HM = Houghton Mifflin Medallion
Results = CRLP Results Passages
Rigby PM
SS = Scaled Score

# FORMS FOR GRADE 1

# NATIONAL SCHOOL DISTRICT
## *At-risk Indicators for First Grade*

**DIRECTIONS:** Please complete for all children who demonstrate minimal understanding of grade level standards on the end-of-the-year assessments.

_____ _____
Name of Student Birthdate

_____ _____ _____
School Teacher Grade

Support Services Received: _____

Attended Preschool: Yes No District _____

Attended Kindergarten Yes No District _____

Number of schools attended _____

Student's levels of achievement:

Phonemic Awareness: _____

Phonics: _____

Reading Level: _____

**Place a check (✓) in front of each characteristic that describes this student.**

- ☐ Student has had limited or no prior school experience.
- ☐ Student has been retained.
- ☐ Student is absent 18 days or more in a school year and/or has excessive tardies.

  Number of absences in the current year_____ Previous years_____
  Reason for absences _____

  Number of tardies in the current year_____ Previous years_____
  Reason for tardies _____

- ☐ Student has been referred to SARB.
- ☐ Student is an English Language Learner.

  Primary Language_____ CELDT Scaled Scores: Overall _____

  Listening _____ Speaking _____

  Reading _____ Writing _____

- ☐ Student has not met grade level standards according to report card.

  Reading_____ Writing_____ Math_____

- ☐ Student has limited experiential background.
- ☐ Student is socially/emotionally immature.
- ☐ Student has been referred to SST_____(Date)

**Complete and bring to At Risk Team Meeting**



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Yellow: Teacher

**DISTRITO ESCOLAR NATIONAL**
*Indicadores de A-Riesgo para Primer Grado*

**DIRECCIONES:** Por Favor de completar para estudiantes que demuestran mínimo entendimiento de normas del nivel de grado en evaluaciones del fin del año.

_____ _____

Nombre de Estudiante Fecha de Nacimiento

_____ _____ _____

Escuela Maestro/a Grado

Servicios de Apoyo Recibidos: _____

Asistió Pre-escolar: Si No Distrito: _____

Asistió a Jardín de Niños Si No Distrito: _____

Numero de escuelas que ha asistido: _____

Nivel del estudiante de éxito: : Conocimiento Fonético: _____

Fonología: _____

Nivel de Lectura: _____

**Por Favor de poner una marca (✓) en frente de cada característica que describe el estudiante.**

- ☐ Estudiante ha tenido limitada o ninguna experiencia en la escuela.
- ☐ Estudiante a sido retenido
- ☐ Estudiante ha estado ausente 18 días o más en el año escolar y/o tiene tardanzas excesivas.

  Numero de ausencias en el año presente_____ Años anteriores_____
  Razón para ausencias _____

  Numero de tardanzas en el año presente_____ Años anteriores_____
  Razón para tardanzas _____

- ☐ Estudiante ha sido referido a SARB.
- ☐ Estudiante es un Estudiante Aprendiendo Español como Segundo Lenguaje.

  Lenguaje Primario _____ CELDT Resultados Escala: Total _____

  Escuchando _____ Hablando _____

  Lectura _____ Escribiendo _____

- ☐ Estudiante no a llenado normas del nivel de grado de acuerdo a la boleta de calificaciones.

  Lectura _____ Escritura_____ Matemáticas _____

- ☐ Estudiante tiene historial experimental limitado
- ☐ Estudiante es inmaduro social/emocionalmente.
- ☐ Estudiante a sido referido para SST._____(Fecha)

**Completar y traer a la Junta del Equipo de A-Riesgo**

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2'2001 01-'Grl

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# NATIONAL SCHOOL DISTRICT

## *Academic Intervention Plan Grade 1*

| | |
|---|---|
| **Student's Name** | **Teacher** |
| **School** | **Grade** |

This student has been identified as at risk of retention. The following interventions have been developed to assist the student in meeting minimum standards for promotion.

***The student will*** _____

_____

_____

***The parent/guardian will*** _____

_____

_____

***The school will*** _____

_____

_____

| | | |
|---|---|---|
| Parent's Signature | Student's Signature | Date |
| Teacher's Signature | Date | |
| Principal's Signature | Date | |

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# DISTRITO ESCOLAR NATIONAL

## *Plan de Intervención Académica para Primer Grado*

| | |
|---|---|
| **Nombre del estudiante** | **Maestro(a)** |
| **Escuela** | **Grado** |

Se determinó que este estudiante está en riesgo de retención. En consecuencia, se planearon las siguientes acciones de intervención para ayudarle a cumplir con los mínimos estándares para que pase de grado.

***El estudiante*** _____

_____

_____

***El padre o tutor*** _____

_____

_____

***La escuela*** _____

_____

_____

| | | |
|---|---|---|
| Firma del padre | Firma del estudiante | Fecha |
| Firma del maestro | Fecha | |
| Firma del director | Fecha | |

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# NATIONAL SCHOOL DISTRICT

## *Final At Risk Notification Form - Grade 1*

After evaluating student progress, your child has/has not (circle one) progress on his/her Academic Intervention Plan. Your child will move on to the next grade level and will/will not (circle one) be identified as at-risk with a continuing Academic Intervention Plan for the next school year.

**REASONS FOR DECISION:**

**Language Arts:** _____

_____

_____

**Math:** _____

_____

_____

**Other:** _____

_____

_____

_____ _____
Teacher's Signature Date

I understand the decision of the teacher.

- ☐ I agree with the teacher's decision.
- ☐ I do not agree with the teacher's decision.
- ☐ I would like to meet with the team to develop an updated Academic Intervention Plan for next school year.

_____ _____
Parent's Signature Date



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# DISTRITO ESCOLAR NATIONAL

## *Notificación Definitiva de Riesgo para el Primer Grado*

Después de haber evaluado el progreso del estudiante, su niño/a no ha hecho progreso en su Plan de Intervención Académica. Su niño/a se lo colorcará al siguiente nivel de grado y se identificará/no se identificará (encierre en un círculo) en riesgo con un plan de intervención continua para el próximo año escolar.

## RAZONES DE LA DECISION:

**Lectura:**_____

_____

_____

**Matemáticas:**_____

_____

_____

**Otra:**_____

_____

_____

_____ _____
Firma del maestro(a) Fecha

Entiendo la decision del maestro(a).

- ☐ Estoy de acuerdo con la decisión del maestro(a).
- ☐ **NO** estoy de acuerdo con la decisión del maestro(a).
- ☐ Me gustaría juntarme con el equipo para desarrollar un Plan de Intervención Académica actualizado para el próximo año escolar.

_____ _____
Firma del padre o de la madre Fecha

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# ADDITIONAL DISTRICT FORMS

# NATIONAL SCHOOL DISTRICT

## *Record of Appeal*

1. Date appeal form received from parent: _____

2. Hearing date and location: _____

3. Notification of people to be present for hearing:

   - Assistant superintendent or designee
   - Site administrator _____
   - Language arts specialist _____
   - Certificated staff _____
   - Certificated staff _____

4. Summary of hearing:

5. Decision of appeal hearing panel:

   - ☐ Uphold decision to retain
   - ☐ Overturn decision to retain

6. We were present at this appeal and understand that this decision is final:

   Signatures:

   _____ _____

   _____ _____

   _____ _____

   _____ _____

   Date _____



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Pink: Asst. Superintendent

# IMPORTANT—Principals, Please Complete Immediately!

School _____ Date _____

| Names of Identified Students At Risk of Retention for this School Year | Current Grade Level | Current Academic Interventions In Place |
|---|---|---|
| | | |

**Please return this form to Assistant Superintendent, Educational Services, District Office**

**By** _____

| | RETAINED DUE TO: | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **District ELA Interim Assessments Below Level All 1's** | **RCD Math Post-tests Below Level All 1's** | **Final Report Card Grades in Reading ALL Level 1's** | **Total Reading Component of state test Below Level (1)** | **Total Mathematics Component of state test Below Level (1)** | **Limited Progress in Intervention/ Failure to attend** | **Alternative Assessments ALL below level** | **TOTAL** |
| Kindergarten* | | | | | | | | |
| First Grade | | | | | | | | |
| Second Grade | | | | | | | | |
| Third Grade | | | | | | | | |
| Fourth Grade | | | | | | | | |
| Fifth Grade | | | | | | | | |
| Sixth Grade | | | | | | | | |

Submitted by: _____
Principal

**<u>*Agreement for Pupil to Continue in Kindergarten form is required</u>**

Return to Superintendent's Office

# PARENT COMMUNICATION AND APPEAL FORMS

# Important Letter to Parents

## NATIONAL SCHOOL DISTRICT

***Promotion/Retention***
***Team Meeting Notification***

Date _____

To the parents/guardians of: _____

National School District has a policy that requires students to demonstrate competency in certain academic areas before they are promoted to the next grade level.

Students who are minimally meeting standards in reading, language or mathematics may be retained.

Your child has been assessed and identified as being at risk and in danger of being retained, unless sufficient academic growth is made.

Please attend an important meeting on (date) _____ at _____(time) at our school to discuss the possibility of your child's retention and the plan we will develop with you to prepare your child to move to the next grade.

Sincerely,

Principal

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# Carta Importante para Los Padres

## DISTRITO ESCOLAR NATIONAL

### *Aviso de Junta Que Formaliza Casos de Promoción o Retención*

Fecha:_____

A los padres o tutores de: _____

El Distrito Escolar National tiene una norma que requiere que los estudiantes demuestren aptitud en ciertas areas académicas antes de ser pasados al siguiente grado escolar.

Los estudiantes que esten por debajo del estándar en lectura, lenguaje o matemáticas podrían ser retenidos de grado.

Se evaluó a su niño/a, y se determine que está en riesgo y en peligro de que se le retenga, a menos que muestre suficiente progreso académico.

Por favor vengan a una junta importante (fecha) _____ a la(s) (hora) _____ en nuestra escuela para discutir la posibilidad de que se tenga que retener a su niño/a y el plan que desarrollaremos para preparle para que promueva al siguiente nivel de grado.

Atentamente,

Director

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10/2001 07

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# Important Letter to Parents

## NATIONAL SCHOOL DISTRICT

*Acceleration*
*Team Meeting Notification*

Date _____

To the parents/guardians of: _____

Your child has been assessed and identified as having made sufficient academic growth in the current grade level and is being considered for acceleration to the next grade level.

Please attend an important meeting on (date) _____ at _____(time) at our school to discuss the possibility of your child's acceleration and the plan we will develop with you to prepare your child to move to the next grade level.

Sincerely,

Principal

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# Carta Importante para Los Padres

## DISTRITO ESCOLAR NATIONAL

### *Aviso de Junta Que Formaliza Casos de Aceleración*

Fecha:_____

A los padres o tutores de: _____

El Distrito Escolar National tiene una norma que requiere que los estudiantes demuestren aptitud en ciertas areas académicas y su niño/a está siendo considerado por aceleración al siguiente grade escolar.

Por favor vengan a una junta importante (fecha) _____ a la(s) (hora) _____ en nuestra escuela para discutir la posibilidad de que promueva su niño/a al siguiente nivel de grado.

Atentamente,

Director

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# Important Letter to Parents

## NATIONAL SCHOOL DISTRICT

***End-of-Year***
***Promotion/Retention Meeting Notification***

Date _____

To the parents/guardians of: _____

Please come to an important meeting on (date)_____at (time) _____ at our school to discuss your child's progress on the Academic Intervention Plan. At that time, a recommendation will be made regarding his/her promotion/retention.

Sincerely,

Principal

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# Carta Importante para Los Padres

## DISTRITO ESCOLAR NATIONAL

### *Aviso de Junta de Fin de Año para Discutir Promoción/Retención*

Fecha: _____

A los padres o tutores de: _____

Por favor presentense a una junta importante el _____ (fecha) a la(s)

_____(hora) en nuestra escuela para hablar sobre el progreso de su niño/a en el Plan de Intervención Académica. En esta junta, se determinará si su niño/a se promoverá al siguiente grade el próximo año escolar.

Atentamente,

Director(a)

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# DISTRITO ESCOLAR NATIONAL

## *Acta de Apelación*

1. Fecha en que el padre recibió el documento de apelación: _____

2. Fecha y lugar de la audiencia: _____

3. Personas que recibirán notificación para presentarse a la audiencia:

   - Vicesuperintendente o su representante
   - Director(a) del plantel _____
   - Especialista en lenguaje _____
   - Empleado certificado _____
   - Empleado certificado _____

4. Resumen de la audiencia:

5. El panel de la audiencia de apelación decidió:

   - ☐ Apoyar la decisión de retener
   - ☐ Rechazar la decisión de retener

6. Estuvimos presentes en la audiencia de apelación y entendemos que esta decisión es definitiva:

   Firmas:

   _____ _____

   _____ _____

   _____ _____

   _____ _____

   Fecha_____

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Pink: Asst. Superintendent

# NATIONAL SCHOOL DISTRICT

## *Level I*
## *Parent Appeal Form—Student Retention*

**Note:** Parent appeal must be submitted to the office of the Assistant Superintendent—Educational Services within ten (10) calendar days of notification.

PLEASE PRINT:

School _____ Date _____

Name of Student _____
First Last

Teacher _____ Grade _____

Parent's Name _____
First Last

I request that my child's retention be reviewed by the district Promotion/Retention Appeal Panel. I understand the appeal panel will review my child's assessment data and progress toward reaching grade level standards.

Reasons my child should be promoted to the next grade:

_____

_____

_____

_____

_____

Within ten (10) calendar days of receiving this request, the district level panel will convene to review your child's records and make a recommendation to the Superintendent.

_____ _____
Parent's Signature Date

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Pink: Superintendent

# DISTRITO ESCOLAR NATIONAL

## *Nivel I*

## *Apelación de los Padres por Retención de Estudiante*

**Nota:** La apelación de los padres debe ser dirigida a la vicesuperintendente en la oficina de Servicios Educativos (a) dentro de los siguientes diez días (10) hábiles luego de haber recibido la notificación.

ESCRIBA CON LETRA DE MOLDE:

Escuela _____ Fecha _____

Nombre del estudiante _____
Primer nombre Apellido

Maestro(a)_____ Grado _____

Nombre del padre o de la madre _____
Primer nombre Apellido

Solicito que el Panel de Apelación de Retención o Promoción estudie la retención de mi hijo(a). Entiendo que el panel de apelación estudiará los datos de la evaluación y el progreso para lograr los estándares del grado escolar.

Razones por las que se debería promover a mi hijo(a) al siguiente grado escolar:

_____

_____

_____

_____

_____

Dentro de los siguientes diez (10) días hábiles tras haber recibido esta solicitud, el panel de nivel del distrito se reunirá para estudiar los expedientes de su niño(a) y para hacer su recomendación al superintendente.

_____ _____
Firma del padre o de la madre Fecha



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Yellow: Cum Folder
Pink: Superintendent

# NATIONAL SCHOOL DISTRICT

## *Level II*
## *Parent Appeal Form—Student Retention*

**Note:** Parent appeal must be submitted to the office of the Superintendent within ten (10) calendar days of notification from the Level I Appeal Panel.

PLEASE PRINT:

School _____ Date _____

Name of Student _____
First Last

Teacher _____ Grade _____

Parent's Name _____ _____
First Last Telephone #

I request that the findings of the district's Level I Appeal Panel regarding my child's retention be reviewed by the Superintendent. I understand that the decision of the Superintendent is final.

Reasons my child should be promoted to the next grade: _____

_____

_____

_____ _____
Parent's Signature Date

Decision of Superintendent: _____

_____

_____

_____ _____
Superintendent's Signature Date

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Pink: Superintendent

# DISTRITO ESCOLAR NATIONAL

## *Nivel II*
## *Apelación de los Padres por Retención de Estudiante*

**Nota:** La apelación de los padres debe ser dirigida a la oficina del superintendente dentro de los siguientes diez días (10) hábiles luego de haber recibido la notificación por parte del Panel de Apelación de Nivel I.

ESCRIBA CON LETRA DE MOLDE:

Escuela _____ Fecha _____

Nombre del estudiante _____
Primer nombre Apellido

Maestro(a)_____ Grado _____

Nombre del padre o de la madre_____
Primer nombre Apellido Núm. de Teléfono

Solicito que el superintendente estudie la decisión del Panel de Apelación de Nivel I del distrito respecto de la retención de mi hijo(a). Entiendo que la decisión del superintendente es definitiva.

Razones por las que se debería promover a mi hijo(a) al siguiente grado escolar: _____

_____

_____

_____ _____
Firma del padre o de la madre Fecha

Decisión del superintendente:_____

_____

_____

_____ _____
Firma del superintendente Fecha

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PARENT INFORMATION

## Grades 2-6

The decision-making process for students in grades 2-6 is based on the student's academic progress. The student's academic performance is determined by an examination of academic achievement as measured by classroom performance related to state– and district-established achievement standards and criteria. The criteria/factors to be used when decision making have been established and will be used in the decision making process. The District will evaluate students on their progress towards meeting the academic standards using methods that include state assessments, diagnostic tests, teacher-made tests, and other assessments identified as appropriate.

## Kindergarten

The decision-making process for students in grades Kindergarten is based on the student's academic progress. The student's academic performance is determined by an examination of academic achievement as measured by classroom performance related to state– and district-established achievement standards and criteria. The criteria/factors to be used when decision making have been established and will be used in the decision making process. The District will evaluate students on their progress towards meeting the academic standards using methods that include state assessments, diagnostic tests, teacher-made tests, and other assessments identified as appropriate. Kindergarten students may "continue" in kindergarten for one additional year only as agreed upon by teacher, parent, and school administrator.

## Transitional Kindergarten

**Students in Transitional Kindergarten may not be retained.** Transitional kindergarten (TK) is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.

## Grade 1

According to *California Education Code*, districts may also set promotion criteria at other grade levels. National School District has not developed board-approved promotion/retention criteria for first grade students. As such, students in first grade will be identified at risk because of failure to meet grade level benchmarks throughout the school year. Remediation and interventions will be provided and documented for identified students. Retention is NOT recommended for first grade students.

## SPECIAL EDUCATION STUDENTS

All annual Individualized Education Program (IEP) is developed for each student enrolled in a special education program. The student's classroom teacher along with a variety of support staff and the parent/guardian participate in planning, writing, and approving the individualized goals on the IEP. All student placement decisions are a part of this process.

## Questions & Answers

Q: How do I know if my child is at risk of being retained?

A: Parents should always refer to their student's report card to monitor his/her progress. Parents will be notified during regularly scheduled parent conferences and special conferences, as needed. Letters are sent home notifying parents that their child is not performing at grade level or at risk of retention. Students at risk of retention may be offered school-based supplemental instruction.

**Q: How can I help my child at home?**

A: Parents should contact their child's teacher for assistance. Materials and activities can be provided for reading, writing, and math practice at home. Schools often provide parent education and parents can go to our website at www.nsd.us. Online learning programs for student use are available through the District website.

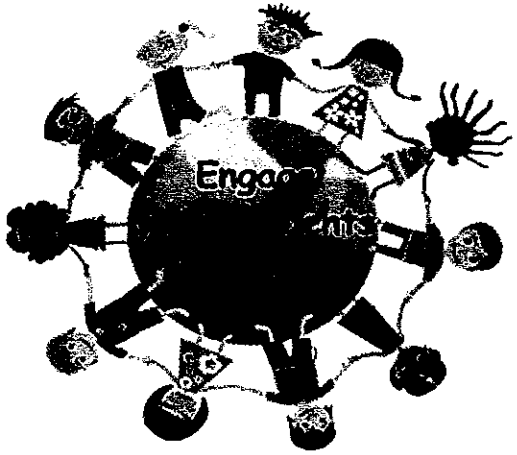
For answers to other questions you may have, please contact your child's teacher or school site administrator.

# NATIONAL SCHOOL DISTRICT

# STUDENT PROGRESSION GUIDELINES

## (PROMOTION/ACCELERATION/ RETENTION

For more information concerning student progression (promotion/ acceleration/retention, contact your school site administrator



# Purpose

The purpose of this brochure is to inform school personnel, parents, students and other interested citizens regarding student progression from one grade to another. It is the responsibility of the National School District Board and District administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences.

# Background

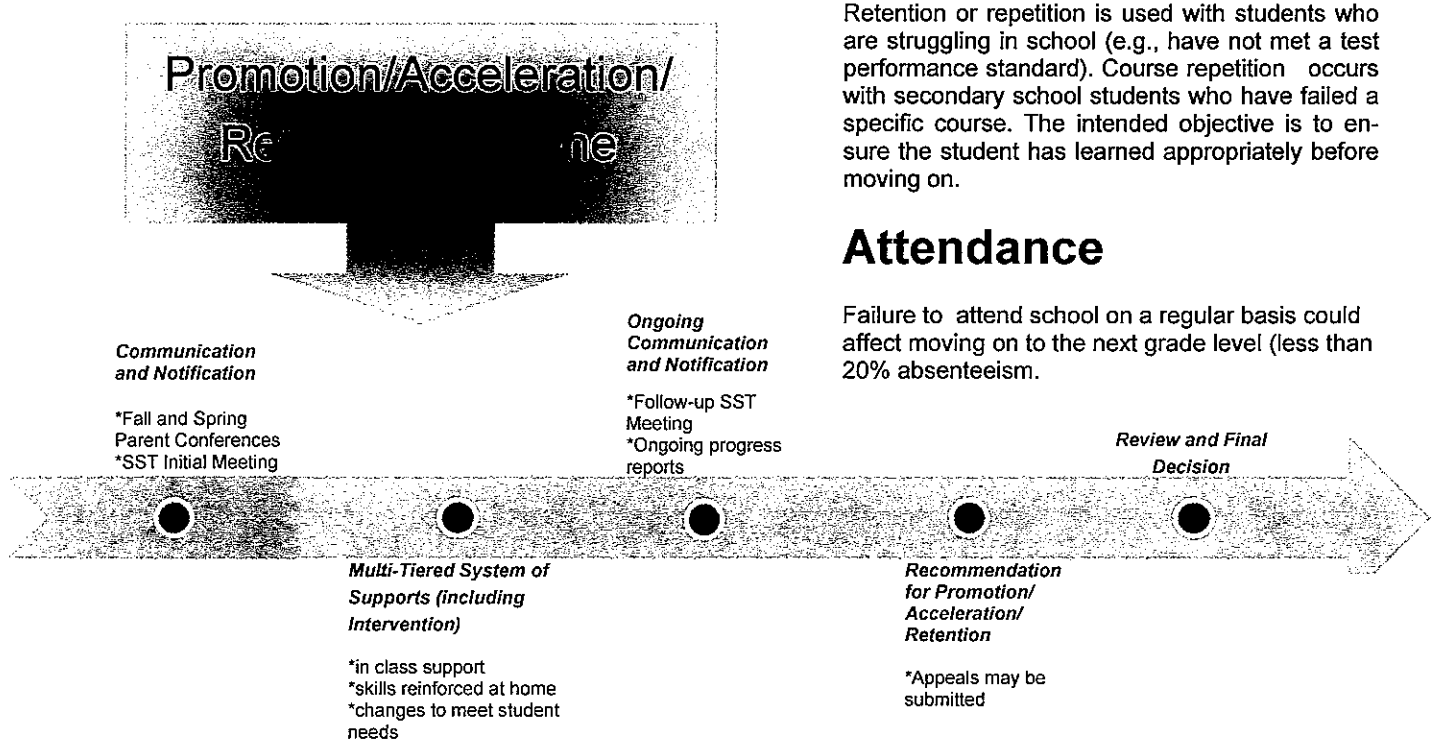
In 2000, the National School District Board of Education approved the educational policy and measures related to Student Progression: Promotion/Acceleration/Retention. Since then, a series of procedures in Grades TK-6 have become part of the District's overall plan to improve student achievement by requiring students to meet state standards and specific criteria in reading and mathematics.

# Expectation

The Governing Board expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies when needed.

The guidelines developed strive to ensure that the required programs of study, placement, promotion, reporting, retention, and special programs are comprehensive, consistent, and equitable for all students.

To achieve accountability, the School District is committed to the implementation of Multi-Tiered System of Support (MTSS) which includes a framework to integrate/align supports to improve educational outcomes and meet the academic/ behavioral needs of all students. School sites in the District will provide high quality intervention/ instruction matched to student needs considering learning rate and level of acceleration, retention, and remediation. MTSS is a data-based decision making process applied to education. A problem-solving method and the systemic use of assessment data, at the District, school, grade, class, and individual level will guide decisions about the allocation of resources and intensity of interventions/instruction needed to improve learning and/or behavior.




# What is Social Promotion?

Social promotion occurs when students who are severely struggling in school are moved on with their same-age peers.

# What is Acceleration?

Intellectually gifted and academically talented students are able to learn material rapidly and understand concepts deeply. Keeping them challenged and learning to their capacity can require changes in their regular school programs. Education programs for children identified as gifted and talented take many forms: pull-out programs offering educational enrichment, after school and summer programs featuring special course work, and mentor programs in which children are matched with professionals in the community for special learning experiences.

# What is Retention?

Retention or repetition is used with students who are struggling in school (e.g., have not met a test performance standard). Course repetition occurs with secondary school students who have failed a specific course. The intended objective is to ensure the student has learned appropriately before moving on.

# Attendance

Failure to attend school on a regular basis could affect moving on to the next grade level (less than 20% absenteeism.

## Grados 2-6

El proceso de hacer decisiones para estudiantes de grados 2-6 es basado en el progreso académico del estudiante. El rendimiento académico del estudiante es determinado por la examinación del logro académico que es medido por el rendimiento del salón de clase relacionado a el criterio y normas de logro establecidas por el Distrito y el estado. El criterio/factores que son usados para hacer las decisiones han sido establecidas y serán usados en el proceso de hacer decisiones. El Distrito va evaluar al estudiante en el progreso hacia llenar las normas académicas usando los métodos que incluyen evaluaciones del estado, pruebas de diagnostico, pruebas hechas por los maestros y otras evaluaciones identificadas que son apropiadas.

## Jardín de Niños

El proceso de hacer decisiones para estudiantes del grado Jardín de Niños es basado en el progreso académico del estudiante. El rendimiento académico del estudiante es determinado por la examinación del logro académico que es medido por el rendimiento del salón de clase relacionado a el criterio y normas de logro establecidas por el Distrito y el estado. El criterio/factores que son usados para hacer las decisiones han sido establecidas y serán usados en el proceso de hacer decisiones. El Distrito va evaluar al estudiante en el progreso hacia llenar las normas académicas usando los métodos que incluyen evaluaciones del estado, pruebas de diagnostico, pruebas hechas por los maestros y otras evaluaciones identificadas que son apropiadas. Estudiantes del Jardín de Niños pueden "continuar" en el Jardin de Ninos para un ano adicional solo si as aceptado por el maestro, padres, y administrador de la escuela.

## Jardín de Niños Transicional

**Estudiantes en Jardín de Niños Transicional no pueden ser retenidos.** Jardín de Niños Transicional (TK) es el primer año del programa de 2 años de Jardín de Niños que usa currículo de Jardín de Niños modificado que es apropiado al desarrollo y la edad.

## Grado 1

De acuerdo al Código de Educación de California, distritos, **pudieran** crear criterio de promoción para otros niveles de grado. El Distrito Escolar National no ha desarrollado una criterio aprobado por la junta directiva de promoción/retención para estudiantes de primer grado. Así pues, estudiantes en primer grado van a ser identificados como a riesgo por su fracaso de llenar el estándar de comparación de primer grado durante el ano escolar. Remediación y intervenciones van a ser proveídos y documentados para estos estudiantes identificados. Retención NO es recomendado para estudiantes de primer grado.

## Estudiantes de Educación Especial

Todos los Programas Individualizados de Educación (IEP) anuales son desarrollados para cada estudiante ingresado en el programa de educación especial. El maestro de el estudiante junto con una variedad de personal de apoyo y el padre/guardián participan en planear, escribir, y aprobar las metas individualizadas en el IEP. Toda decisión de colocación es parte de este proceso.

## PREGUNTAS Y RESPUESTAS

P: ¿Como se si mi hijo esta a riesgo de ser retenido ?

R: Padres siempre deben referirse a las boletas de su estudiante para monitorear el progreso de su hijo/a. Padres serán notificados durante conferencias programadas regularmente y conferencias especiales, si son necesitadas. Cartas son mandadas a casa notificando a los padres que sus hijos no estándares rindiendo a el nivel de grado o están en riego de retención. Estudiantes a riesgo de retención pueden ser ofrecidos instrucción suplementaria en la Escuela.

**P: ¿Como puedo ayudar a mi hijo/a en casa?**

R: Padres deben contactar a los maestros de sus hijos/as para asistencia. Materiales y Actividades pueden ser proveídos para lectura, escritura, y matemáticas para practicar en casa. Las escuelas usualmente proveen educación para los padres y los padres pueden ir a el sitio del Internet a www.nsd.us. En línea los programas de aprendizaje para que los estudiantes usen son disponibles por medio del sitio de Internet del Distrito.

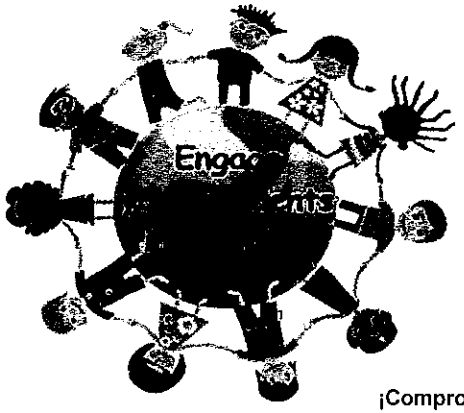
Para respuestas a otras preguntas usted puede tener, se puede comunicar con el maestro de su hijo/a o el administrador de la escuela.

# DISTRITO ESCOLAR NATIONAL

# GUIA DE PROGRESIÓN DE ESTUDIANTE

## (PROMOCIÓN/ACELERACIÓN/ RETENCIÓN

Para mas información en cuanto a la progresión de su estudiante (promoción/aceleración/retención, comunicarse con el administrador de su escuela



**¡Comprometa sus estudiantes en aprender!**

# Propósito

El propósito de este folleto es para informar el personal de las escuelas, padres, estudiantes, y otros ciudadanos interesados en cuanto la progresión de un estudiante de un grado a otro. Es la responsabilidad de la Junta directiva del Distrito Escolar National y la administración del Distrito de proveer a los estudiantes con instrucción efectiva y programas correctivas que monitorean el progreso, promueven logro continuo y hacen provisiones para las diferencias individuales

# Historial

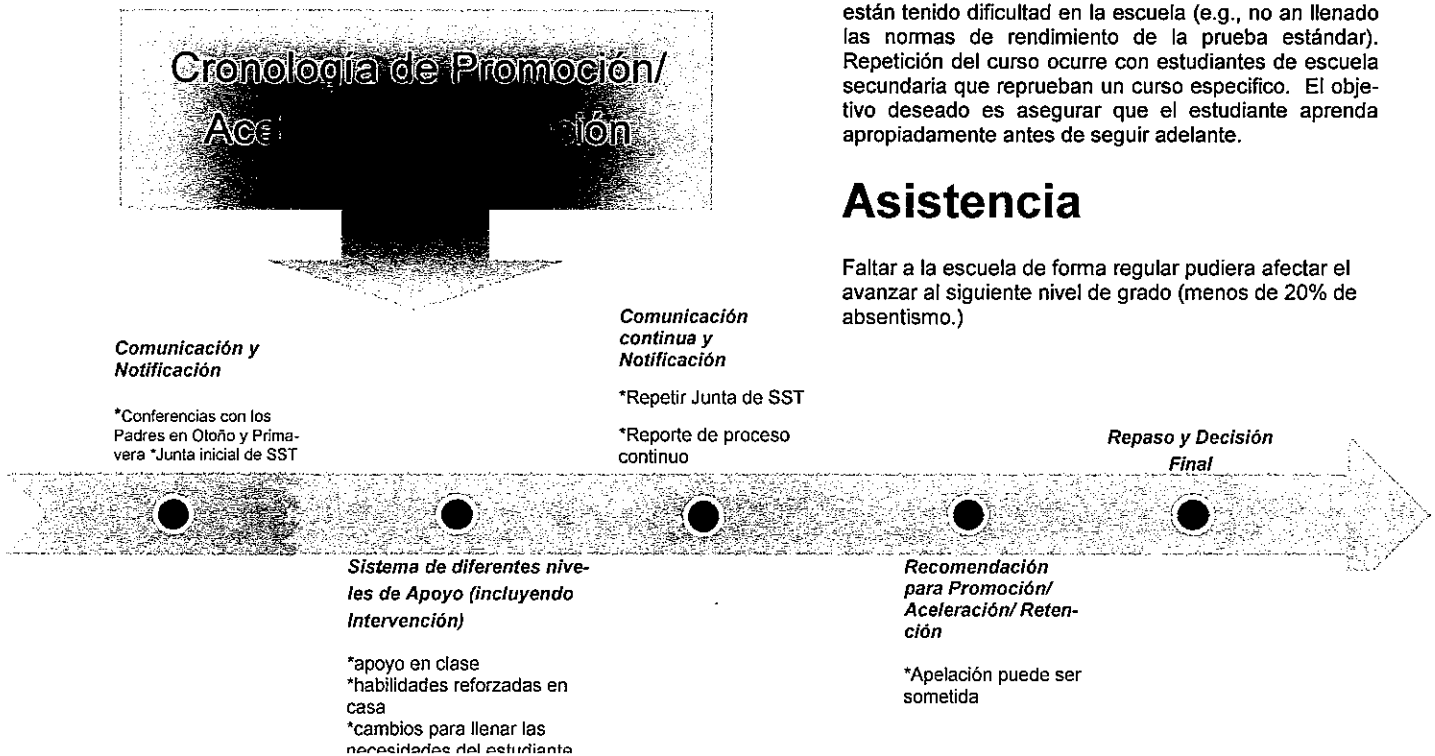
En 2000, la Junta Directiva de Educación del Distrito Escolar National aprobó la póliza educacional y medidas relacionadas a la Progresión del Estudiante: Promoción/Aceleración/Retención. Desde entonces, una serie de procedimientos en los grados Jardín de Niños transicional–sexto son parte del plan total del Distrito para mejorar los logros de los estudiantes por medio de requirir que estudiantes logren normas del estado y criteria especifica en lectura y matematicas.

# Expectacion

La Junta Directiva espera que los estudiantes progresen durante cada nivel de grado dentro el ano escolar. Para poder lograr esto, la instrucción debe ser adecuada a la variedad de maneras que los estudiantes aprenden y incluir estrategias que se centran en deficiencias académicas cuando son necesitadas.

Las guías desarrolladas se esfuerzan por asegurar los programas requeridos para estudio, colocación, promoción, información, retención, y programas especiales que son completos, consistentes y equipados para todos los estudiantes.

Para lograr contabilidad, el Distrito Escolar esta cometido a la implementación de el Sistema de diferentes niveles de Apoyo (MTSS) que incluye un estructura para integrar/ aliñar apoyos para mejorar los resultados educacionales y llenar las necesidades académicas/comportamiento de todos los estudiantes. Las escuelas del Distrito van a proveer instrucción/intervenciones de alta calidad para igualar las necesidades de los estudiantes considerando el ritmo de aprendizaje y nivel de aceleración, retención, y remediación. El MTSS es un proceso de hacer decisiones basado en datos aplicados a educación. Un método de resolver problemas y el uso sistémico de los datos de la información, en el Distrito, escuela, grado, clase, y al nivel individual va a guiar las decisiones sobre la asignación de recursos y intensidad de intervenciones/ instrucción necesitado para mejorar aprendizaje y/ o comportamiento.




# ¿Que es una Promoción Social?

Promoción Social ocurre cuando estudiantes que están teniendo problemas severos en la escuela avanzan con sus compañeros de la misma edad.

# ¿Que es Aceleración?

Estudiantes dotados intelectualmente y talentosos académicamente pueden aprender material rápidamente y entender conceptos profundamente. Manteniéndolos desafiados y aprendiendo a su capacidad requiere cambios en su programa de escuela regular. Programas de educación para niños identificados como dotados y talentosos toman muchas formas: programas de salir de clase ofreciendo enriquecimiento educacional, programas después de Escuela y en el verano destacando cursos de trabajo especiales, y programas de orientación en donde los niños son igualados con profesionales en la comunidad para experiencias de aprendizaje especial.

# ¿Que es Retención?

Retención o repetición es usado con los estudiantes que están tenido dificultad en la escuela (e.g., no an llenado las normas de rendimiento de la prueba estándar). Repetición del curso ocurre con estudiantes de escuela secundaria que reprueban un curso especifico. El objetivo deseado es asegurar que el estudiante aprenda apropiadamente antes de seguir adelante.

# Asistencia

Faltar a la escuela de forma regular pudiera afectar el avanzar al siguiente nivel de grado (menos de 20% de absentismo.)

# GRADE RETENTION AND PROMOTION: INFORMATION FOR PARENTS

*By Shane R. Jimerson, PhD, NCSP, Sarah M. Woehr, & Amber M. Kaufman, MA*
*University of California, Santa Barbara*

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Grade retention, also known as non-promotion, flunking, failing, being held back, or the gift of time, refers to a child repeating his or her current grade level again the following year. Whether used to address low performance and/or behavior problems, research generally has not found favorable achievement or adjustment outcomes for students who are retained.

Nevertheless, retention rates have been rising. This trend appears to be heavily influenced by the recent "reform" movement emphasizing national or state-wide educational grade-level standards and accountability (the No Child Left Behind Act of 2001) and the accompanying grade-level tests to determine which students are promoted to the next grade.

Whatever the reason, if retention is suggested for your child, it is vital that you as a parent make sure you know what options are available and are involved in making decisions about his or her education. By working together, parents and educators can discuss and identify specific strategies to help ensure the educational success of your child.

## The Retention Dilemma

Sometimes children are recommended for retention when their academic performance is low or if they fail to meet grade-level performance standards established by the district or state. Some children may be recommended for retention if they seem socially immature, display behavior problems, or are just beginning to learn English. Occasionally, students who have missed many school days because they were ill or because of frequent moves are recommended for retention.

Research indicates that *neither* grade retention nor social promotion (the practice of promoting students with their same age-peers although they have not mastered current grade level content) is likely to enhance a child's learning. Research and common sense both indicate that simply having a child repeat a grade is unlikely to address the problems a child is experiencing. Likewise, simply promoting a student who is experiencing academic or behavioral problems to the next grade without additional support is not likely to be an effective solution either.

When faced with a recommendation to retain a child, the real task is not to decide to retain or not to retain but, rather, to identify specific intervention strategies to enhance the cognitive and social development of the child and promote his or her learning and success at school.

Given the evidence indicating that grade retention, when compared with social promotion of similar children, is an *ineffective and possibly harmful intervention,* "promotion plus" (i.e., combining grade promotion and effective, evidence-based interventions) is most likely to benefit children with low achievement or behavior problems.

Too often, anecdotal evidence, clinical experience, and folklore overshadow the results of empirical research. But what does research show? Is retention effective? The following information, taken from research during the last 100 years, can help parents better understand the possible effects of retention on their child and advocate for effective intervention strategies.

***Effects of grade retention.*** The body of research on retention indicates that:

- Initial academic improvements may occur during the year the student is retained. However, many research studies show that *achievement gains decline* within 2–3 years of retention. This means that over time, children who were retained either do not show higher achievement, or sometimes show lower achievement than similar groups of children who were not retained. Without specific interventions, most retained students do not catch up.

- In adolescence, retained students are *more likely to experience problems* such as poor interactions with peers, disliking school, behavior problems, and lower self-esteem.
- Students who were retained are *5–11 times more likely to drop out of school.* The probability is even higher for students who are retained more than once. Actually, grade retention is one of the most powerful predictors of high school drop out.
- For most students, grade retention had a *negative impact on all areas* of achievement (e.g., reading, math, and oral and written language) and social and emotional adjustment (e.g., peer relationships, self-esteem, problem behaviors, and attendance).
- A study of sixth graders perceptions indicated that they consider retention as one of the *most stressful* life events.
- Retention *may help* students who have missed many days of school, but only if their attendance improves and if the child will not be considerably older than the other students. At this time, however, there are *no specific indicators* that predict which children could benefit from retention.

***Alternative strategies.*** However, research *does* provide evidence that supports the effectiveness of other educational interventions. The following are evidence-based alternatives to grade retention and social promotion that better address academic and behavior problems:

- Parental involvement in children's schools and education through frequent contact with teachers, supervision of homework, and ongoing communication about school activities.
- Age-appropriate and culturally sensitive instructional strategies to accelerate progress in all classrooms.
- Early developmental programs and preschool programs to enhance language and social skills.
- Systematic methods to monitor progress, identify strengths and weaknesses, and identify the most effective methods of instruction.
- Early reading programs; that is, many low performing students have reading problems, and it has been found that developmentally appropriate, intensive, direct instruction strategies have been effective in promoting reading skills of at-risk students.
- School-based mental health programs to promote the social and emotional adjustment of children; for instance, addressing behavior problems has been found to be effective in improving academic performance.
- Student support teams with appropriate professionals to assess and identify specific learning or behavior problems, design interventions to address those problems, and evaluate the efficacy of those interventions.
- Behavior management and cognitive-behavior modification strategies to reduce classroom behavior problems that interfere with learning.
- Extended year, extended day, and summer school programs that focus on improving the development of academic skills.
- Tutoring and mentoring programs with peer, cross-age, or adult tutors who focus on promoting specific academic or social skills.
- Comprehensive school-wide programs to promote the social and academic skills of all students.

Considering their diverse needs, there is no single intervention that will effectively address the specific needs of low achieving students. Rather, systematic evidence-based interventions should be selected to facilitate the academic and socio-emotional development of students at risk of school failure.

## What Parents Can Do to Help

Parents know their children well and can provide much needed insight into their children's learning. Therefore, it is important for parents, teachers, and other educational professionals to work together. Finding out about school problems early can help parents and teachers to collaborate to spare children the feelings of failure. Addressing problems early improves chances for success. Parents can help by:

- Discussing concerns as they arise with the teacher. It is important to know what assignments your child is expected to do and what type of work is difficult for your child to understand and complete.
- Asking your child's teacher what help is being provided to your child and what you can do at home to help him or her succeed.
- Helping your child with homework by asking to see his or her assignments and creating a quiet time and place to study.
- Making sure your child is rested and ready for school each day. It is important that your child gets plenty of sleep, eats a nutritious breakfast, comes to school on time, and receives appropriate medical care.

## Where to Get More Help

While it can be frustrating if your child is having problems at school, there are many people who can help. Although retention may appear to be the simple

answer, professionals at your child's school can give you and the child's teacher some effective alternatives to help your child do better. They may also suggest conducting evaluations to find out what specific strengths and weaknesses your child has, how he or she best learns, and if he or she may benefit from special education. You can also contact people at school who can work with your child if he or she is experiencing academic and/or social problems, including the school psychologist, social worker, counselor, reading specialist, school nurse, special education team, or principal.

Remember, retention may be more commonplace today, but there is no evidence that it is effective. Rather, there are many other alternatives to helping children who are experiencing difficulties in school. By asking questions and working collaboratively with school personnel, you can help your child succeed.

## Resources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Jimerson, S. R. (2001). Meta-analysis of grade retention research: Implications for practice in the 21st century. *School Psychology Review, 30*, 420–437.

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Rimm, S. (1996). *Dr. Sylvia Rimm's smart parenting: How to raise a happy, achieving child.* New York: Crown. ASIN: 0517700638.


### Websites

The National Association of School Psychologists—*www.nasponline.org*

Beyond Grade Retention and Social Promotion—*www.education.ucsb.edu/jimerson/retention*


*Shane R. Jimerson, PhD, NCSP, is on the faculty of the University of California, Santa Barbara. Sarah M. Woehr and Amber M. Kaufman, MA, are graduate students at UCSB.*


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The National Association of School Psychologists (NASP) offers a wide variety of free or low cost online resources to parents, teachers, and others working with children and youth through the NASP website ***www.nasponline.org*** and the NASP Center for Children & Families website ***www.naspcenter.org.*** Or use the direct links below to access information that can help you improve outcomes for the children and youth in your care.

**About School Psychology**—Downloadable brochures, FAQs, and facts about training, practice, and career choices for the profession.
***www.nasponline.org/about_nasp/spsych.html***

**Crisis Resources**—Handouts, fact sheets, and links regarding crisis prevention/intervention, coping with trauma, suicide prevention, and school safety.
***www.nasponline.org/crisisresources***

**Culturally Competent Practice**—Materials and resources promoting culturally competent assessment and intervention, minority recruitment, and issues related to cultural diversity and tolerance.
***www.nasponline.org/culturalcompetence***

**En Español**—Parent handouts and materials translated into Spanish. ***www.naspcenter.org/espanol/***

**IDEA Information**—Information, resources, and advocacy tools regarding IDEA policy and practical implementation.
***www.nasponline.org/advocacy/IDEAinformation.html***

**Information for Educators**—Handouts, articles, and other resources on a variety of topics.
***www.naspcenter.org/teachers/teachers.html***

**Information for Parents**—Handouts and other resources a variety of topics.
***www.naspcenter.org/parents/parents.html***

**Links to State Associations**—Easy access to state association websites.
***www.nasponline.org/information/links_state_orgs.html***

**NASP Books & Publications Store**—Review tables of contents and chapters of NASP bestsellers.
***www.nasponline.org/bestsellers***
Order online. ***www.nasponline.org/store***

**Position Papers**—Official NASP policy positions on key issues.
***www.nasponline.org/information/position_paper.html***

**Success in School/Skills for Life**—Parent handouts that can be posted on your school's website.
***www.naspcenter.org/resourcekit***

# RETENCIÓN Y PROMOCIÓN DE GRADO: INFORMACIÓN PARA LOS PADRES

GRADE RETENTION AND PROMOTION: INFORMATION FOR PARENTS

*Por Shane R. Jimerson, PhD, NCSP, Sarah M. Woehr, y Amber M. Kaufman, MA*
*Universidad de California, Santa Barbara*

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

La retención de grado, también conocida como la no promoción, el colgarse, no pasar de año, ser retenido en el mismo grado o un obsequio de tiempo, se refiere al niño o niña que repite su nivel de grado actual nuevamente el siguiente año. Ya sea que haya sido usada para tratar el bajo rendimiento y/o los problemas de comportamiento, por lo general las investigaciones no han hallado resultados en el rendimiento o cambios favorables para los estudiantes retenidos.

No obstante, las tasas de retención han ido en aumento. Esta tendencia parece estar influenciada fuertemente por el reciente movimiento de "reforma" que pone énfasis en los estándares y la responsabilidad educacional a nivel de grado, nacional o en todo el estado (la Ley de 2001 Que Ningún Niño se Quede Atrás) y las pruebas acompañantes a nivel de grado para determinar qué estudiantes serán promovidos al siguiente grado.

Cualquiera que sea la razón, si se ha sugerido la retención de su niño o niña, es vital que usted, como padre o madre, se asegure de las opciones que están disponibles y relacionadas en la toma de decisiones sobre su educación. Trabajando juntos, padres y educadores, pueden discutir e identificar estrategias específicas para ayudar a asegurar el éxito educacional de su niño o niña.

## El dilema de la retención

Algunas veces, se recomienda la retención de los niños cuando su rendimiento académico es bajo o si fracasan en satisfacer los estándares de rendimiento, a nivel de grado, establecidos por el distrito o estado. Algunos niños pueden ser recomendados para la retención si parecen ser socialmente inmaduros, muestran problemas de comportamiento o están recién comenzando a aprender inglés. Ocasionalmente, los estudiantes que han faltado muchos días a la escuela porque estuvieron enfermos o porque se mudaron frecuentemente, son recomendados para la retención.

Las investigaciones indican que *ni* la retención de grado ni la promoción social (la práctica de promover estudiantes con sus compañeros de la misma edad a pesar de no haber dominado el contenido del nivel de grado actual) tienen muchas probabilidades de mejorar el aprendizaje del niño o niña. Tanto las investigaciones como el sentido común indican que simplemente el hacer que un niño o niña repita el grado, no mejora las posibilidades de solucionar los problemas que el niño o niña está experimentando. Asimismo, simplemente promover a un estudiante que esté experimentando problemas académicos o de comportamiento al siguiente grado sin apoyo adicional, no es tampoco una solución eficiente.

Cuando se enfrenta una recomendación de retener a un niño o niña, la verdadera tarea no es decidir si se procede o no con la retención, sino por el contrario identificar estrategias de intervención para mejorar el desarrollo cognitivo y social del niño o niña y promover su aprendizaje y éxito en la escuela.

Dada la evidencia que indica que la retención de grado, cuando se compara con la promoción social de niños similares, es una *intervención inefectiva y posiblemente dañina,* la "promoción ventajosa" (p. ej., combinar la promoción de grado con intervenciones eficientes, con base en la evidencia) tiene más probabilidades de beneficiar a los niños con problemas de bajo rendimiento o problemas de comportamiento.

Muy frecuentemente, la evidencia anecdótica, la experiencia clínica y el folklore, eclipsan los resultados de la investigación empírica. ¿Pero qué muestran las investigaciones? ¿Es efectiva la retención? La siguiente información, recolectada de investigaciones durante los últimos 100 años, puede ayudar a los padres a entender mejor los posibles efectos de la retención de su niño o niña y abogar por estrategias de intervención efectivas.