

PROMOTION/RETENTION/ACCELERATION

In order to facilitate the best possible development of all students, the certificated staff is expected to place students at the grade level best suited for them academically, socially, and emotionally in accordance with state law, administrative regulations, and procedures.

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

(cf. 6011 – Academic Standards)

(cf. 6146.5 – Elementary School Promotion Requirements/Standards of Proficiency)

With regard to special education students, the determination as to the appropriate standards for promotion or retention should be made as part of the IEP process.

Promotion

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

Retention

As early as possible in the school year and in students' school careers, the superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, board policy, administrative regulations, and the following criteria:

1. Students shall be identified on the basis of academic performance as measured by: grades, criterion referenced tests, performance assessments, and standardized tests.
2. Students may be referred to the school Student Study Team for discussion and monitoring.
3. When a student is identified as being at risk for retention, the superintendent or designee may provide opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies.
4. When a student is retained or recommended for retention, the superintendent or designee shall offer programs of direct, systematic, and intensive supplemental instruction in accordance with Education Code 37252.2 and board policy.

(cf. 6179 – Supplementary Instruction)

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Intensive supplemental instruction opportunities for students already retained or for students at risk of being retained may include, but are not limited to tutorial programs, before- and after-school programs, Saturday instruction, summer school programs, and intersessions.

5. Each student's parent/guardian shall be notified and participate in discussions related to retention.
6. The final decision as to retention shall lie with the child's regular teacher in grades K–5, and with the child's language arts teacher in grades 6–8, but will be made in collaboration with the Student Study Team.

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

(cf. 5149 – At-Risk Students)

Acceleration

When high academic achievement is evident, the superintendent or designee may recommend a student for acceleration into a higher-grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student. Prior to the acceleration of any student, the following procedures are recommended:

1. Students shall be referred to the school Student Study Team for discussion.
2. Each student's parent/guardian shall be notified and participate in any discussion related to acceleration.
3. The decision to accelerate shall be based upon guidelines established by the district.
4. The final recommendation shall lie with the school principal in conjunction with parental approval.

Appeal Process

A process through which 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. See AR 5123 (b).

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Legal Reference:

EDUCATION CODE

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

46300 Method of computing ADA

48011 Promotion/retention following one year of kindergarten

48070-48070.5 Promotion and retention

48431.6 Required systematic review of students and grading

56345 Elements of individualized education plan

60641-60648 Standardized Testing and Reporting Program

60850-60859 Exit examination

CODE OF REGULATIONS, TITLE 5

200-202 Admission and exclusion of students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT

ADVISORIES

0900.90 Changes in Law Concerning Eligibility for Admission to Kindergarten
90-10

CDE PUBLICATIONS

Performance Level Tables for the California Standards Tests and the California
Alternative Performance Assessment

Parental Agreement Form: Agreement for Pupil to Continue in Kindergarten

LEGISLATIVE COUNSEL'S OPINION

Promotion and Retention #21610

WEB SITES

CSBA: <http://www.csba.org>

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

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The school provides instruction, guidance, and materials necessary for a meaningful and high quality education. It is the student's responsibility to attend school, make every possible effort to learn, and to be self-disciplined. Parents/guardians are encouraged to support and monitor their child's progress and initiate communications with the classroom teacher or principal if and when questions arise.

Promotion

Academic promotion should be a meaningful accomplishment and shall be determined by the age, maturation, and social development of the student and should reflect the following criteria:

1. Performance
2. Academic grades
3. Assessment results
4. Mastery of grade-level standards as determined by district curriculum and benchmark assessments

Notification of Promotion

Promotion will be indicated on the final report card.

Retention at Specific Grade Levels

The superintendent or designee shall identify students who should be retained or who are at risk of being retained 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 grades 5 and 6
5. Between grades 8 and 9

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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, 5 and 6, and 8 and 9. (Education Code 48070.5)

Retention at Other Grade Levels

The superintendent or designee may identify students who should be retained or who are at risk of being retained at the following other grade levels:

1. Between grades kindergarten and 1
2. Between grades 1 and 2
3. Between grades 6 and 7
4. Between grades 7 and 8

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)

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.

Retention Criteria

A student is identified as performing below the minimum standard for promotion using the following criteria:

Kindergarten to First Grade

As indicated on the EUSD third trimester Kindergarten Report Card:

1. Academic
Letter Recognition – X (area of concern) or 3 (beginning)
Letter Sound Recognition – X (area of concern) or 3 (beginning)
Writing – Level 1 or 2

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2. Absences
Eight or more absences per trimester; or 24 or more total for the year
3. Other
If a student is being considered for retention, the “Light’s Retention Scale” guidelines may be used.

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the district agree that the student shall continue in kindergarten for not more than one additional school year. (Education Code 48011)

Whenever a student continues 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)

First to Second Grade

1. Academic
Reading Running Record – Level 6 or below
District Writing Assessment – Score of 1
2. Social Development
October or November birth date
Demonstrated lack of problem-solving skills and independence as indicated by two or more areas marked Needs Improvement on the Behavior and Work Habits section of the EUSD report card
3. Absences
Eight or more absences per trimester; 24 or more total for the year
4. Other
If a student is being considered for retention, the “Light’s Retention Scale” guidelines may be used.

Second to Third Grade – Reading proficiency emphasized

1. Reading Running Record – Level 14 or below
2. Report card grades based on language arts standards – 1 (Below)

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3. Absences: 8 or more absences per trimester; 24 or more total for the year

Third to Fourth Grade – Reading proficiency emphasized

1. Reading Running Record – level 24 or below
2. Report card grades based on language arts standards – 1 (Below)
3. District Benchmark Assessments for English-language arts and mathematics – Far Below
4. CST – Far Below Basic
5. Absences: 8 or more absences per trimester; 24 or more total for the year

Fourth to Fifth Grade/Fifth to Sixth Grade – Proficiency in reading, English language arts, and mathematics emphasized

1. Reading
Diagnostic Reading Assessment – e.g., Jerry Johns Reading Inventory, Results Inventory – More than one year below grade level
Report card grades based on language arts standards – 1 (Below)
CST – Far Below Basic
2. English Language Arts
District Benchmark Assessment – Far Below
District Writing Assessment Rubric Score of 1
CST – Far Below Basic
3. Math
District Benchmark Assessment – Far Below
CST – Far Below Basic
4. Other
Absences: 8 or more absences per trimester; 24 or more total for the year

Sixth to Seventh Grade/Seventh to Eighth Grade

1. English Language Arts

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Diagnostic Reading Assessment – e.g., Jerry Johns Reading Inventory, Results Inventory – More than one year below grade level
District Writing Assessment Rubric Score of 1

District Benchmark Assessment – Far Below
CST – Far Below Basic

2. Math
Criterion Reference Test – below grade level
District Benchmark Assessment – Far Below
Math CST – Far Below Basic

3. Other
Overall GPA – 1.5 or below
Absences: 8 or more absences per trimester; 24 or more total for the year

Any two or more of the above indicators for students in grades 4 through 7 identify a student as at risk of being retained.

Student portfolios containing student work throughout the school year reflecting below grade-level work based on multiple measures criteria should be kept by the regular classroom teacher (grades K through 5), or the language arts teacher (grades 6 through 7), and brought to any parent conferences or Student Study Team meetings.

Eighth to Ninth Grade

Any of the criteria used in sixth and seventh grade can be used to identify any eighth-grade students as at risk of being retained.

The high school district will use the CST test scores from spring of the seventh-grade year to determine whether a student needs to attend supplemental summer school instruction as a condition of full access to high school.

English Language Learners

For English language learners participating in bilingual programs, no modifications of the criteria described above are required. For English learners participating in a Structured English Immersion program, the following modifications apply.

English language learners who earn an overall CELDT score of 1 or 2 may not be retained except for reasons of emotional or social maturity, or due to excessive absence.

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Interventions for students who are identified as at risk of being retained will include, but are not limited to supplementary, accelerated ELD instruction. Teachers considering retaining an English learner must complete the English Learner Retention Criteria Verification form, and forward it to their principal for approval. Principals will present each EL retention case to the administrator of Language Acquisition Programs for final approval/denial.

English language learners who earn an overall CELDT score of 3.0 or above may be retained if, after a full year of daily ELD instruction and at least 30 hours of supplemental, accelerated ELD instruction, inadequate growth in English Language Development (ELD) and less than one year's growth in English reading. Math progress should also be considered.

English language learners will be identified as performing below the minimum standard for promotion using the following criteria:

1. English Language Development growth will be measured by student performance on English Language Development benchmarks. Students performing "Below" or "Far Below" on appropriately leveled ELD benchmarks would be considered candidates for retention.
2. Growth in reading will be measured by the DRA or other reading inventory instruments. Language arts benchmark assessments may also be considered as additional information. Growth in math will be measured by trimester math benchmark assessments.

PROMOTION/RETENTION/ACCELERATION (continued)**Special Education Students**

Students with disabilities identified under the Individuals with Disabilities Education Act (IDEA) should generally not be retained if the assessed deficits in academic, social, communication, or motor development are the result of the identified disability. The educational needs of these students are appropriately addressed through the IEP (Individual Education Program) process with special education support and modifications of the general education program. The determination as to the appropriate standards for promotion or retention should be made as part of the IEP process. The final decision on retention of an identified special education student rests with the IEP team of which the regular education teacher is a participating member.

Participation in the general education remedial program for at-risk students may be an appropriate intervention for some IDEA eligible students who are in general education programs for the majority of the school day.

Retention Recommendation

If a student is identified as performing below the minimum standard for promotion, 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)

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](#))

Other factors a teacher may use to assist with the determination not to retain a student include whether a child has been previously retained; the age and maturity level of the student; and if the student's performance is below grade level but the student is working to the best of his/her intellectual ability.

PROMOTION/RETENTION/ACCELERATION (continued)**Appeal Process**

The decision to promote or retain a student may be appealed consistent with board policy, administrative procedure, and law.

The burden shall be on the appealing party to show why the decision should be overruled. (Education Code 48070.5)

1. To appeal a decision, the appealing party shall submit a written request to the superintendent or designee specifying the reasons why the decision should be overruled.
2. The appeal must be initiated within 10 school days of the determination of retention or promotion.
3. The teacher shall be provided an opportunity to state orally and in writing the criteria on which his/her decision was based.
4. Within 30 days of receiving the request, the superintendent or designee shall determine whether or not to overrule the original decision. Prior to making this determination, the superintendent or designee may meet with the appealing party and the teacher. If the superintendent or designee determines that the appealing party has overwhelmingly proven that the original decision should be overruled, he/she shall overrule that decision.
5. If the decision of the superintendent or designee is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections, which shall become part of the student's record.

Remedial Instruction

With parental consent, the superintendent or designee may require a student who has been recommended for retention or has been identified as at risk of being retained to participate in a supplemental instructional program. Such programs shall be offered during the summer, before or after school, on Saturdays, and/or during intersessions. Services shall not be provided during the regular instructional day if it would result in the student being removed from classroom instruction in the core curriculum. These services shall be provided to students in the following priority order: (Education Code 37252.5)

1. Students who have been recommended for retention or who have been retained previously

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2. Students who have been identified as at risk of being retained
3. Students who have been identified as having a deficiency in mathematics, reading, or written expression based on the results of the tests administered under the STAR program

Acceleration

Acceleration from Kindergarten to First Grade

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the superintendent or designee and with the consent of the parent/guardian, upon determination that the child is ready for first grade work. (Education Code 48011)

Admission shall be subject to the following minimum criteria: (Title 5, Section 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 school district approving the placement in first grade.

Acceleration at Other Grade Levels

To meet the instructional needs of the academically and socially advanced student, acceleration may be advisable if the following criteria are met:

1. District assessment measures indicate that the student is performing at least two years above grade level in all academic areas.
2. The student's potential, present capabilities, and attitude toward acceleration allows him/her to perform successfully at the advanced level.

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3. The student's physical, social, and emotional maturity warrants acceleration.
4. The student has passed all district promotion criteria for the grade level to be skipped.
5. Acceleration is mutually supported by teachers, psychologists, guidance team, principal, parents/guardians, and students, when appropriate.