

Decision to Promote/Retain

Directions for Completion, Elementary Level

Consideration of Retention

The decision to retain a student should be made on an individual case-by-case basis. There should be compelling rationale when this decision made. If you choose to retain a student list the compelling reasons that an additional year at this grade level is supportive of the student. Determine what different and/or additional supports will be intentionally provided to ensure student success if the decision is made to retain. Sites should take into account multiple data points when determining whether to promote or retain a student.

Directions for Completing the *Decision to Promote or Retain* Form

1. Fill in the student information at the top of the form.
2. Check whether the decision is to promote or to retain. Check the appropriate line in the grey box at the top of the form.
3. Check the sources of information used when determining whether to retain or promote the student.
4. List the Tier 1, 2, & 3 interventions implemented, dates implemented, results, and potential steps for next school year.
5. Attach the Data Director Student Profile as well as other test data and relevant information you used when making your decision.
6. Sign the *Decision to Promote or Retain* form.
7. Contact the student's parents to inform them of the decision and to provide them with an opportunity to meet and discuss promotion/retention.

Evidence to consider when determining whether to retain a student (Literacy):

- Site and classroom assessments (example: DRA)
- Instructional reading level (example: Fountas and Pinnell Reading Level)
- Formative Assessments or Measures of Academic Progress
- Units of study writing samples
- Elementary Progress Report Card marks

**SDUSD Grade Level Reading Expectations
And Reading Assessment Crosswalk**

	Below Grade Level Expectations
	At Grade Level Expectations
	Above Grade Level Expectations

Assessment				Grade Level																				
Lexile Range	WRAP	DRA	Fountas & Pinnell	TK			K			1			2			3			4			5		
				T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
BR	0	0	0	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
	A1/A2	1	A	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
	B1/B2/B3	2	B	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
	C1/C2/C3	3	C	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
	D1/D2/D3	4	D	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
	E1/E2	6/8	E	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
	F1/F2	10	F	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
	G1/G2	12	G	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
	H1/H2	14	H	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
	I1/I2	16	I	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
	J1/J2	18	J	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
	K1/K2	20	K	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
		24	L	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
450-575		28	M	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
		30	N	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
		34	O	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
650-725		38	P	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
		40	Q	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
		40	R	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
800-875		44	S	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
		44	T	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
900-980		>44	U	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
			V	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
			W	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
			X	[At]			[At]			[At]			[At]			[At]			[At]			[At]		
			Y/Z	[At]			[At]			[At]			[At]			[At]			[At]			[At]		

Evidence to consider when determining whether to retain a student (Math):

- Site and classroom assessments
- Formative Assessments or Measures of Academic Progress (at participating schools)
- End-of-Year Test/End-of-Course Exam Data
- Elementary Progress Report Card marks

Additional Considerations for English Learners

English learners with fewer than three years of English language instruction generally should not be retained. They may be recommended for retention if:

1. They are also not making adequate yearly progress in acquired English, and
2. Staff and parents jointly decide it is in the best interest of the child.

Additional Considerations for Students with Disabilities

Students with disabilities as identified according to the Individual with Disabilities Education Act (IDEA) are expected to reach the same grade-level expectations as non-disabled students, unless these expectations have been modified as part of their Individual Education Program (IEP). Students with disabilities must be provided appropriate accommodations and modifications as outlined in their IEP to achieve grade level standards.

In general, it is not recommended for Students with Disabilities to be retained. However, if a student is a candidate for retention a supplemental IEP Meeting should be held in place of the required parent/guardian conference. At this meeting, the team will review progress on goals, update present levels of performance and consider additional changes to the IEP as needed. It should be documented on the Team Action page that retention was discussed and that associated documents were provided. The IEP Team does not make final recommendations regarding promotion and retention.

Parent Appeal Process

Schools must provide parents/guardians an opportunity to appeal the decision of the assigned classroom teacher. The appeal process is outlined in District Procedure 4755. In accordance with the law, a decision by the assigned classroom teacher to promote or retain a student cannot be overturned unless the decision is “determined to be a direct result of clerical or mechanical mistake, fraud, bad faith, or incompetency.”