

PROMOTION/ACCELERATION/RETENTION

Promotion/Acceleration

Pupils of average physical, intellectual, and social growth will ordinarily progress through school at the rate of one grade a year. A pupil's progress is accelerated only after careful individual study reveals the advantages of such a change.

Retention

The Monrovia Unified School District's retention plan strives to be compliant with recommended board policy and state legislation. Students are considered "recommended for retention" when they meet the identification criteria listed on the following pages. Once a student is identified and parental notification has been sent, the student should be offered intervention and supplemental programs.

1. Initial identification of elementary students who are "recommended for retention" should occur during the month of October, with follow-up identification in March. These months coincide with the Fall and Spring Parent Conferences (See Promotion/Retention guidelines).
2. Three required parent/teacher meetings must be held for students who are "recommended for retention":
 - a. The first meeting should occur during the fall Parent/Teacher conferences. Teachers should meet with parents of all the "recommended for retention" students and discuss options available on the Individualized Intervention Plan (IIP) for supplemental and intervention programs.
 - b. The second meeting for retention candidates will be held after the second quarter report card. Prior to this meeting, any student who is a candidate for retention must have documented intervention and assessment results for each quarter. The SST team will meet with parents and determine if the retention recommendation will move forward. Parents need to sign the IIP forms and the appropriate retention forms. The Assistant Superintendent of Curriculum and Instruction shall be kept informed regarding the recommendations for all students who are being considered for retention.
 - c. The third meeting for retention candidates will be held after the third quarter report card. Prior to this meeting, any student who is a candidate for retention must have documented intervention and assessment results

for each quarter. The SST team will meet with parents and determine if the retention recommendation will move forward. Parents will need to sign the IIP form and the appropriate retention forms. The Assistant Superintendent of Curriculum and Instruction shall be kept informed regarding the recommendations for all students who are being considered for retention.

3. Kindergarten and first grade students follow the same guidelines as grade 2. Multiple measures, with the exception of the CST scores, will be used.
4. Students identified as “recommended for retention” can use uncapped supplemental hourly funding for core intervention programs. These funds are renewable.

Initial identification criteria is as follows for grades 2, 3, 4, and 5

Students are identified as “recommended for retention” on the basis of performance on the California Standards Test (CST), multiple measures, and/or Student Study Team (SST).

Students in fourth and fifth grades are identified and “recommended for retention” based on deficiencies in reading, language arts, and/or mathematics using report card grades, benchmarks, and CST scores (use prior grade report cards and benchmark scores, if necessary). A student should be deficient in the following areas to be identified as “recommended for retention”:

1. Student did not meet grade-level standards in reading, language arts, and/or math by receiving a standards-based grade in the appropriate section of 2 or below on the report card;
2. A student did not show adequate improvement on the district-wide language arts benchmark assessment, district writing assessments, and site-level reading assessments. A student must be below in all three areas to qualify for retention; and
3. A student did not meet grade-level standards by scoring the “Far Below Basic, Below Basic” or “Basic” on the CST assessment in language arts and/or math.

Once identified, the ongoing assessment for students “recommended for retention” should include at least three report card grades in language arts and/or math, three language arts and/or math benchmarks, and at least one other research-based assessment. To be retained, students must be below grade level in all areas: grades, benchmarks, and reading assessment. English Learner students cannot be retained solely on language ability. The student’s maturity level shall be taken into consideration in making a determination to retain a student. The SST and parents will make the final decision for retention by May of each school year. The Assistant Superintendent of

Curriculum and Instruction shall be kept informed regarding all retention recommendations.

Adopted: September 10, 2008

(Replaces: AR 5123.1 Student Promotion and Retention)

(Adopted: November 9, 1999)