

PROMOTION/ACCELERATION/RETENTION

The Governing Board expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when 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. 6146.5 – Elementary School Promotion/Standards of Proficiency)

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher grade level. The student’s social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

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 regulation and the following criteria:

Students shall be identified on the basis of grades. The following other indicators of academic achievement shall also be used:

- The State’s Standardized and Reporting Program
- Fountain Valley School District Benchmark Assessments

Decisions about retention of Special Education students will be based on the criteria of their IEP’s and their performance level.

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

(cf. 5149 – At Risk Students)

When a student is identified as being at risk for retention, opportunities for remedial instruction will be provided.

(cf. 6164.5 – Student Study Teams)

(cf. 6177 – Summer School)

Legal Reference:

EDUCATION CODE

37252-37253 Summer school

46300 Method of Computing ADA

48011 Admission on completing kindergarten: grade placement of pupils coming from other districts

48070-48070.5 Promotion and retention

48431.6 Required systematic review of students and grading

PROMOTION/ACCELERATION/RETENTION (continued)

51215 Proficiency standards in basic skills
51216 Assessment of pupil proficiency
51217 Withholding diploma (high school)
51218 Separate proficiency standards
56345 Elements of individualized education plan
60641-60647 Standardized Testing and Reporting Program
60648 Minimum performance levels
CODE OF REGULATIONS, TITLE 5
200-202 Admission and exclusion of students

Management Resources

CDE PROGRAM ADVISORIES

06121.89-06123,89 Educating Young Children: Next Steps in Implementing the School Readiness Task Force Report

0916.91 Retention of Students in Elementary and Middle Grades, CIL 91/92-02

CDE MANAGEMENT ADVISORIES

0900.90 Changes in Law concerning Eligibility for Admission to Kindergarten 9010

LEGISLATIVE COUNSEL OPINION

1001.98 Promotion and Retention #21610

CSBA ADVISORIES

1112.98 Student Promotion/Retention Advisory

WEB SITES

CSBA: <http://www.csba.org> CDE: <http://www.cde.ca.gov>

PROMOTION/ACCELERATION/RETENTION**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:

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 successfully meets the FVSD end of year Kindergarten Benchmark criteria.
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.

Continuation in Kindergarten

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) Consideration for retention in kindergarten will be based on mastery of kindergarten language arts standards on the Fountain Valley School District Kindergarten Benchmark Assessment.

Whenever a student continues in kindergarten for an additional year, the Fountain Valley School District Kindergarten Retention form must be signed by the parent/guardian and the Superintendent or designee, stating that the student shall continue in kindergarten for not more than one additional school year. A copy shall be placed in the student's Cumulative Folder and one copy sent to the Assistant Superintendent of Instruction. (*Education Code 46300*)

Retention at Other Grade Levels

The Superintendent/ ~~or~~ designee shall identify students who should be retained or who are at risk of being retained in grades 1-8. (Education Code 48070.5)

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A student may not be retained more than one time.

Students in grades 1, 2 and 3 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 in grades 4-8.

(cf. 6142.91 – Reading/Language Arts/Instruction)

(cf. 6142.92 – Mathematics Instruction)

Criteria for Promotion/Retention:**A. PROMOTION**

A student who meets or exceeds the minimum performance levels described below for each grade will be promoted.

B. RETENTION – CONSIDERATIONS FOR TRIMESTER 1

Parents/guardians will be informed at the end of the first trimester if their child is at risk of retention. Students will be considered for retention if all of the following grade level conditions are met.

Retention in Grade 1

1. Scored below 25 on Phoneme Segmentation Fluency on the *DIBELS Next* assessment (Goal: 40+), and
2. Scored below 18 on the *DIBELS Next* Nonsense Word Fluency – Correct Letter Sounds test (Goal: 27+), and
3. Read less than 100 words correct on the High Frequency Word List.

Retention in Grade 2

1. Read less than 37 words correct with an accuracy rate of less than 81% on the *DIBELS Next* Oral Reading Fluency test (Goal: 52+ words correct and 90% accuracy), and
2. Read less than 200 words correct on the High Frequency Word List.

Retention in Grade 3

1. Read less than 55 words correct with an accuracy rate of less than 89% on the *DIBELS Next* Oral Reading Fluency test (Goal: 70+ words correct and 95% accuracy), and
2. Scored at the Far Below Basic, Below Basic, or Basic performance level on the English Language Arts Content Standards Test (CST) in the previous year.

Retention in Grade 4

1. Read less than 70 words correct with an accuracy rate of less than 93% on the *DIBELS Next* Oral Reading Fluency test (Goal: 90+ words correct and 96% accuracy), and
2. Scored at the Far Below Basic, Below Basic, or Basic performance level on the English Language Arts or Mathematics Content Standards Test (CST) in the previous year.

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Retention in Grade 5

1. Read less than 96 words correct with an accuracy rate of less than 95% on the *DIBELS Next* Oral Reading Fluency test (Goal: 111+ words correct and 98% accuracy), and
2. Scored at the Far Below Basic, Below Basic, or Basic performance level on the English Language Arts or Mathematics Content Standards Test (CST) in the previous year.

Retention in Grades 6, 7, and 8

1. Scored at the Far Below Basic, Below Basic, or Basic performance level on the English Language Arts or Mathematics Content Standards Test (CST) in the previous year.

C. RETENTION - CONSIDERATIONS FOR TRIMESTER 2

At the conclusion of the second trimester, a student will continue to be considered at risk of retention if all of the following grade level conditions are met.

Retention in Grade 1

1. Read less than 16 words correct with an accuracy rate of less than 68% on the *DIBELS Next* Oral Reading Fluency test (Goal: 23+ words correct and 78% accuracy), and
2. Read less than 200 words correct on the High Frequency Word List, and
3. Earned a “1” in Reading/Language Arts Achievement Level on the second trimester report card.

Retention in Grade 2

1. Read less than 55 words correct with an accuracy rate of less than 91% on the *DIBELS Next* Oral Reading Fluency test (Goal: 72+ words correct and 96% accuracy), and
2. Read less than 200 words correct on the High Frequency Word List, and
3. Earned a “1” in Reading/Language Arts Achievement Level on the second trimester report card.

Retention in Grade 3

1. Read less than 68 words correct with an accuracy rate of less than 92% on the *DIBELS Next* Oral Reading Fluency test (Goal: 86+ words correct and 96% accuracy), and
2. Scored at the Far Below Basic, Below Basic, or Basic performance level on the English Language Arts Content Standards Test (CST) in the previous year, and
3. Earned a “D” or “F” in Reading Achievement on the second trimester report card.

Retention in Grade 4

1. Read less than 79 words correct with an accuracy rate of less than 94% on the *DIBELS Next* Oral Reading Fluency test (Goal: 103+ words correct and 97% accuracy), and
2. Scored at the Far Below Basic, Below Basic, or Basic performance level on the English Language Arts or Mathematics Content Standards Test (CST) in the previous year, and
3. Earned a “D” or “F” in Reading Achievement or Math Achievement on the second trimester report card.

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Retention in Grade 5

1. Read less than 101 words correct with an accuracy rate of less than 96% on the *DIBELS Next* Oral Reading Fluency test (Goal: 120+ words correct and 98% accuracy), and
2. Scored at the Far Below Basic, Below Basic, or Basic performance level on the English Language Arts or Mathematics Content Standards Test (CST) in the previous year, and
3. Earned a “D” or “F” in Reading Achievement or Math Achievement on the second trimester report card.

Retention in Grades 6, 7, and 8

1. Scored at the Far Below Basic, Below Basic, or Basic performance level on the English Language Arts or Mathematics Content Standards Test (CST) in the previous year, and
2. Earned a “D” or “F” in English or Math on the second trimester report card.

D. RETENTION CONSIDERATIONS FOR TRIMESTER 3

At the conclusion of the third trimester, a student will continue to be considered for retention if all of the following grade level conditions are met.

Retention in Grade 1

1. Read less than 32 words correct with an accuracy rate of less than 82% on the *DIBELS Next* Oral Reading Fluency test (Goal: 47+ words correct and 90% accuracy), and
2. Read less than 200 words correct on the High Frequency Word List, and
3. Earned a “1” in Reading/Language Arts Achievement Level on the third trimester report card.

Retention in Grade 2

1. Read less than 65 words correct with an accuracy rate of less than 93% on the *DIBELS Next* Oral Reading Fluency test (Goal: 87+ words correct and 97% accuracy), and
2. Read less than 200 words correct on the High Frequency Word List, and
3. Earned a “1” in Reading/Language Arts Achievement Level on the third trimester report card.

Retention in Grade 3

1. Read less than 80 words correct with an accuracy rate of less than 94% on the *DIBELS Next* Oral Reading Fluency test (Goal: 100+ words correct and 97% accuracy), and
2. Scored at the Far Below Basic, Below Basic, or Basic performance level on the English Language Arts Content Standards Test (CST) in the previous year, and
3. Earned a “D” or “F” in Reading Achievement on the third trimester report card.

Retention in Grade 4

1. Read less than 95 words correct with an accuracy rate of less than 95% on the *DIBELS Next* Oral Reading Fluency test (Goal: 115+ words correct and 98% accuracy), and
2. Scored at the Far Below Basic, Below Basic, or Basic performance level on the English Language Arts or Mathematics Content Standards Test (CST) in the previous year, and
3. Earned a “D” or “F” in Reading Achievement or Math Achievement on the third trimester report card.

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1. Read less than 105 words correct with an accuracy rate of less than 97% on the *DIBELS Next* Oral Reading Fluency test (Goal: 130+ words correct and 99% accuracy), and
2. Scored at the Far Below Basic, Below Basic, or Basic performance level on the English Language Arts or Mathematics Content Standards Test (CST) in the previous year, and
3. Earned a “D” or “F” in Reading Achievement or Math Achievement on the third trimester report card.

Retention in Grades 6, 7, and 8

1. Scored at the Far Below Basic, Below Basic, or Basic performance level on the English Language Arts or Mathematics Content Standards Test (CST) in the previous year, and
2. Earned a “D” or “F” in English or Math on the third trimester report card.

E. CONDITIONAL PROMOTION

Special consideration may be given when it is determined by school personnel that retention may not benefit the student.

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

(cf. 6162.5 – Student Assessment)

Identification of Students

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 or, at the middle schools, the Student Study Team, determines in writing that retention is not the appropriate intervention to remediate the student’s academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for intervention other than retention that, in the opinion of the teacher or Student Study Team, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

Parent Notification

When a student is identified as at risk of retention, the Superintendent/ or designee shall notify the student’s parent/guardian.

Information pertaining to the student’s academic achievement shall be provided and discussed with the parent/guardian and the principal before any final determination of retention or conditional promotion. (Education Code 48070.5)

(cf. 5145.6 – Parental Notifications)

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The Superintendent/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.

Appeals Process

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

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

To appeal a decision, the appealing party shall submit a written request to the Superintendent/designee specifying the reasons why the 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 decision was based.

Within 30 days of receiving the request, the Superintendent/designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent/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 decision should be overruled, he/she shall overrule the decision. The Superintendent/designee's determination may be appealed by submitting a written appeal to the 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 appealing party, the teacher and the Superintendent/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 decision of the Board 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.

(cf. 1312 – Complaints Against the Schools)

(cf. 5125 – Student Records)

(cf. 5125.3 – Challenging Student Records)