

Downey Unified School District

STUDENTS

PROMOTION/RETENTION

AR 2230

Students shall be promoted or retained based on the following criteria established by the Board of Education.

Using multiple indicators of academic achievement, all students in grades K-8 will be screened to determine those at risk for retention. As soon as possible after screening data is generated, an intervention plan will be developed by the teacher and/or counselor for each identified student.

Students with an intervention plan will be monitored and reviewed by the teacher and/or counselor. Students who fail to make progress or may benefit from retention shall be referred to a student success team.

A student who has an intervention plan or has been recommended for retention may be required to participate in a modified and/or supplemental instructional program.

Parents shall be responsible for assuring student participation in the required program. Parents may appeal this requirement in writing to the Director of Curriculum, Instruction, and Assessment. The final decision for participation will remain with the parent.

At Risk Retention

Students in grades K-8 shall be identified as at risk for retention based on two or more of the following criteria:

- | | |
|---------------------|--|
| <u>Kindergarten</u> | <ul style="list-style-type: none">• Writing portfolio score at Stage 1• A grade of 1 in 2 or more areas in Reading or Writing at the first or second grading period• Reading level at less than "A" |
| <u>Grade 1</u> | <ul style="list-style-type: none">• Writing portfolio score of 1 or 2• Unsatisfactory or Needs Improvement grade in Reading or Writing, at first or second grading period• Reading level of "A" or "B" on the District scale |

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At Risk of Retention - continued

- Grade 2
- Writing portfolio score of 1 or 2
 - Unsatisfactory or Needs Improvement grade in Reading or Writing at first or second grading period
 - Reading level of “F” or less on the District scale
- Grade 3
- Prior year California Standards Test performance level score of “Below Basic” in English-Language Arts or Mathematics
 - Writing portfolio score of 1 or 2
 - Unsatisfactory or Needs Improvement grade in Reading, Writing, or Mathematics at first or second grading period
 - Reading level of “I” or less on the District scale
- Grade 4
- Prior year California Standards Test performance level score of “Below Basic” in English-Language Arts or Mathematics
 - Writing portfolio score of 1 or 2
 - Grade of “D” or “F” in Reading, Writing, or Mathematics at first or second grading period
 - Reading level of “M” or less on the District scale
- Grade 5
- Prior year California Standards Test performance level score of “Below Basic” in English-Language Arts or Mathematics
 - Writing portfolio score of 1 or 2
 - Grade of “D” or “F” in Reading, Writing, or Mathematics at first or second grading period
 - Reading level of “P” or less on the District scale
- Grade 6-8
- Prior year California Standards Test performance level score of “Below Basic” in English-Language Arts or Mathematics
 - Writing portfolio score of 2 or less
 - Grade of “F” in two or more core subjects (Math, Science, Social Studies and required English) at each grading period

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Retention

Students in grades K-8 shall be retained if they meet two or more of the following criteria:

- Kindergarten
- No evidence of progress in an intervention program
 - Has not reached reading level "A"
 - A grade of 1 in two or more areas in Reading or Writing at the final grading period
 - Writing portfolio score of 1
- Grade 1
- No evidence of progress in an intervention program
 - Reading level of "C" or less
 - Unsatisfactory grades in Reading and Writing at final grading period
 - Writing portfolio score of 1
- Grade 2
- No evidence of progress in an intervention program
 - Reading level of "H" or less
 - Unsatisfactory grades in Reading and Writing at final grading period
 - Writing portfolio score of 1
 - California Standards Test performance score of "Far Below Basic"
- Grade 3
- No evidence of progress in an intervention program
 - Reading level of "J" or less
 - Unsatisfactory grades in Reading and Writing or Mathematics at final grading period
 - Writing portfolio score of 1
 - California Standards Test performance score of "Far Below Basic"
- Grade 4
- No evidence of progress in an intervention program
 - Grade of "F" in Reading and Writing or Mathematics at the final grading period
 - Reading level of "N" or less
 - Writing portfolio score of 1
 - California Standards Test performance score of "Far Below Basic"

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Retention - continued

Grade 5

- No evidence of progress in an intervention program
- Grade of "F" in Reading and Writing or Mathematics at the final grading period
- Reading level of "P" or less
- Writing portfolio score of 1
- California Standards Test performance score of "Far Below Basic"

Grade 6-8

- No evidence of progress in an intervention program
- Grade of "F" in two or more core subjects (Math, Science, Social Studies and required English) at the end of the course
- Writing portfolio score of 1
- California Standards Test performance score of "Far Below Basic"

Grade 9-12

- Students are not promoted to the next grade level until they have completed required minimum credits:

Sophomore - 50 credits

Junior - 100 credits

Senior - 150 credits

Other Criteria for Retention

Pupils that have been in attendance less than 135 school days in the current school year may be recommended for retention, unless home instruction has been satisfactorily completed.

Notification to Parents

Parents shall be notified as soon as possible when a student is identified as being at risk for retention. Standardized test results and report cards shall be considered as notification to parents. In addition, the following activities will occur for students in grades K-8:

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Notification To Parents - continued

1. During the month of February, a student success team will meet to discuss students who teachers have identified as potential retention candidates.
2. By May 15 a student success team will review retention candidates and discuss the results of any additional observations and/or information and make a tentative determination for retention pending final grades and/or summer remediation program.
3. Implementation shall proceed unless the student's classroom teacher states in writing that retention is not the appropriate intervention. This determination shall specify the reasons why retention is not appropriate and shall include recommendations for interventions to assist the student in attaining acceptable levels of academic growth.
4. No later than ten school days prior to end of the school year the principal, counselor, teacher, and/or student success team shall notify and invite the parents of students recommended for retention to a conference.
5. Kindergarten retentions will be recorded on the State-approved form and a copy placed in the student's cumulative file.
6. By September 1 parents will be notified of retention if students have not successfully completed a summer remedial program or other provisions for promotion.
7. The parent may request a review of the recommendation by the Director of Curriculum, Instruction, and Assessment.
8. Should the Director concur with the recommendation for retention, the parent may appeal to the Assistant Superintendent. The decision of the Assistant Superintendent will be final.

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Exceptional Needs Students and Exemptions (K-8)

- A. For students currently enrolled in Special Education services or students who have a Plan under Section 504, the Individual Education Plan (IEP) team or Section 504 planning team will determine if the student is to be recommended for retention.
- B. Students classified as English Learners will be exempt from retention criteria if they score at the "Beginning" or "Early Intermediate" levels on the California English Language Development Test (CELDT). English Learner students may not be retained with CELDT scores of "Early Advanced", "Advanced", or "Intermediate" until they reach fluent English status and have met two or more of the reclassification criteria.
- C. Transfer students who have been in Downey Unified School District less than one grading period or students who have been retained previously may be exempted by a student success team or by administrative action.

Approved: 3/7/00, 7/23/02, 5/4/04, 6/26/07, 2/21/12