

RETENTION

CHINO VALLEY UNIFIED
SCHOOL DISTRICT

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Special Education Department



LEARNING INTENTIONS

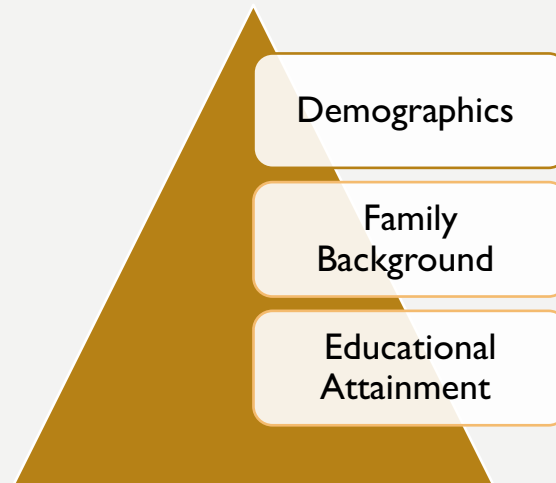
- IDENTIFICATION OF HIGH-RISK STUDENTS
- DATA AND RESEARCH
- POLICY
- PROCESS

RETENTION

- Grade retention refers to the practice of keeping students at the same grade level for an additional year.
- Retention is perceived as a remedy for many struggling student across the country (Hong and Yu, 2008).
- The rationale behind retention is that it gives low-achieving students an extra year to "catch-up" to the grade-level standard. Retention is viewed as "additional learning time." The assumption is that "by catching-up on prerequisite skills, students should be less at risk for failure when they go onto the next grade" (Shepard and Smith, 1990, p. 84).

HIGH RISK GROUPS

- Retained students are more likely to be male, minority, younger than their peers, of low socioeconomic status, and living in poor households and single parent families (Byrd and Weitzman, 1994).
- Parents of retained students are more likely to have lower IQ scores and lower levels of cognitive functioning, lower educational levels, lower occupational levels, less commitment to parenting responsibilities (Jimmerson, 1999).
- Retained students are more likely to have poorer academic performance prior to retention; significantly lower social skills and poorer emotional adjustment; more problem behaviors, such as inattention and absenteeism; more school transfers; poorer health; and disabilities (Mc Coy and Reynolds, 1999).



RESEARCH

The majority of studies conducted over the past four decades on the effectiveness of grade retention fail to support its efficacy in remediating academic deficits (e.g. Jimerson, 2001).

When retained and promoted peers are compared in the same grade, retained students experience a short-term boost that dissipates within 4 years (Wu et al., 2008).

Retained students tend to have lower levels of academic adjustment in later grades (Sipple, J.W., Killeen, K. & Monk D.H., (2004).

Grade retention is one of the predictors for high school student dropouts (Jimmerson S.R., Anderson, G., & Whipple, A., (2002).

ANALYSIS OF DATA

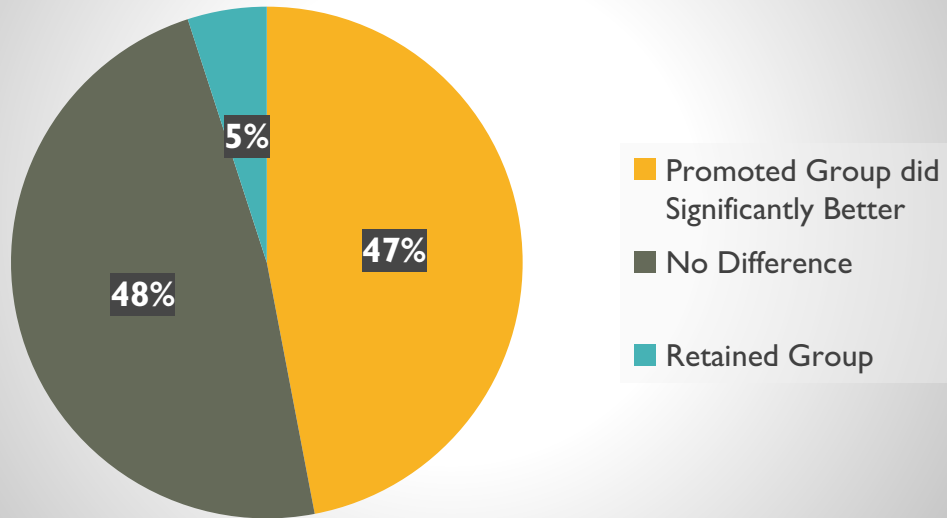
- Retained students have a significantly increased risk of eventually dropping out of school (Baenen, 1988).
- Compared with their peers, retained students also appear less likely to pursue postsecondary education and more likely to have poorer employment outcomes in terms of earnings (Fine and Davis, 2003).
- Findings on social, emotional, attitudinal, and behavioral outcomes among the retained students compared with their promoted peers appear mixed, with some studies reporting positive outcomes and others finding insignificant or even negative results (Hong and Yu, 2007).
- Few studies were able to demonstrate academic achievement in the years immediately following retention however most studies found long term adverse negative relationships between retainment and academic achievement (Nagaoka and Roderick, 2004).



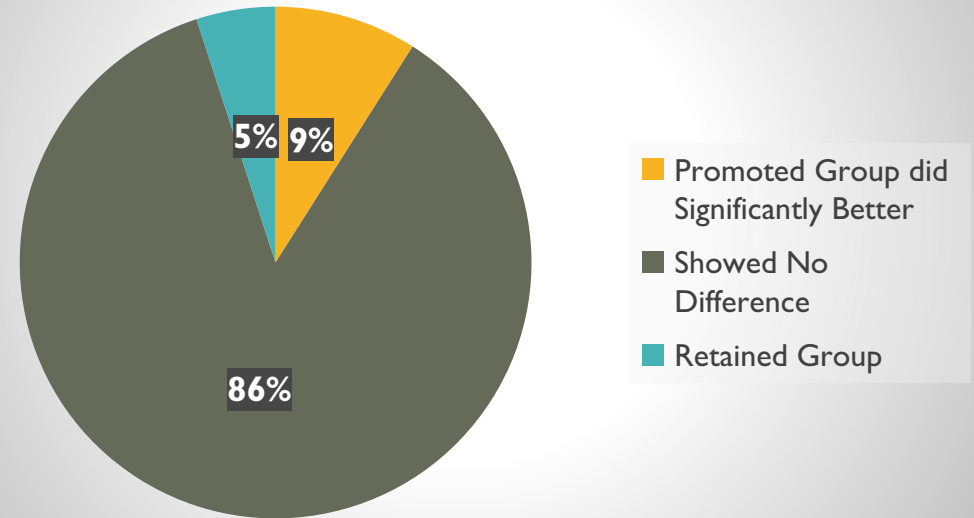
"The majority of studies conducted over the last few decades suggest that retention does more harm than good"

ACADEMIC AND SOCIO- EMOTIONAL OUTCOMES RETENTION FINDINGS ACROSS K-8

Academic Outcomes



Social- Emotional Outcomes



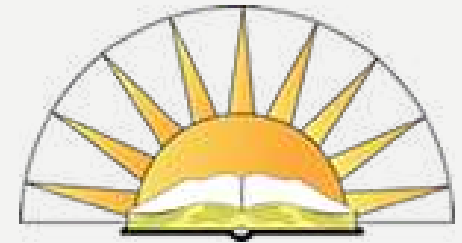
JIMERSON, S. R. (2001). META ANALYSIS OF GRADE RETENTION RESEARCH: IMPLICATIONS FOR PRACTICE IN THE 21ST CENTURY. SCHOOL PSYCHOLOGY REVIEW, 30(3),420-437.

Board Policy 5123(a)

The Board of Education 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 as well as the variety of ways that students learn 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.

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall provide opportunities for direct, systematic, and intensive supplemental instruction to assist the student in overcoming his/her academic deficiencies. (Education Code 37252.2)

RETENTION IN CVUSD

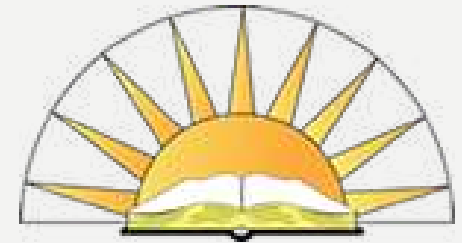


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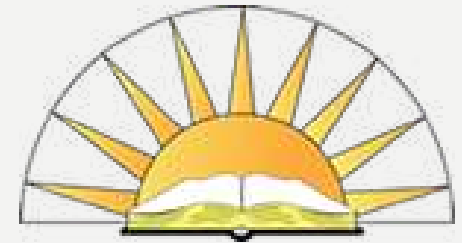


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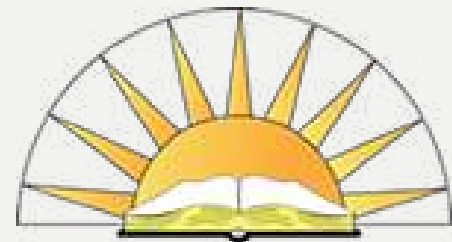
RETENTION IN CVUSD



Administrative Regulation 5123(a)

If retention is needed, a student should be retained as early in his/her school career as practicable. (...) Determination to retain shall be made by a promotion/retention team, consisting of the student's English/language arts and mathematics teacher(s), the principal or designee, and at least one other certificated staff member (classroom teacher, counselor, or specialist). The parent/guardian will be invited to participate in this meeting.

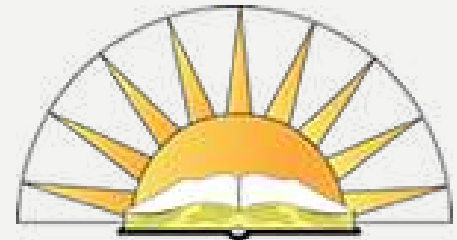
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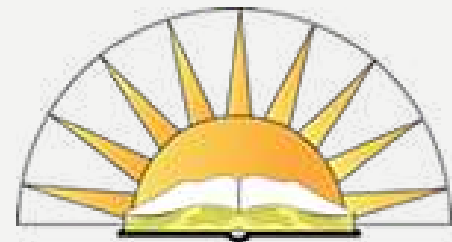


Administrative Regulation 5123(a)

Students with an Individualized Education Plan (IEP) shall be given the opportunity to participate in an academic intervention program as early as possible in the school year. ***The decision to promote or retain shall be made by the Individualized Education Plan Team.***

Revised July 19, 2018

RETENTION IN CVUSD



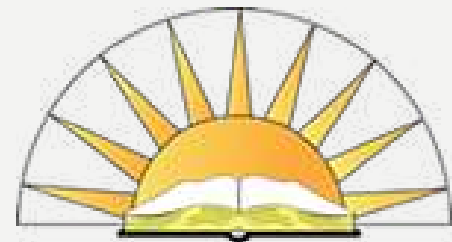
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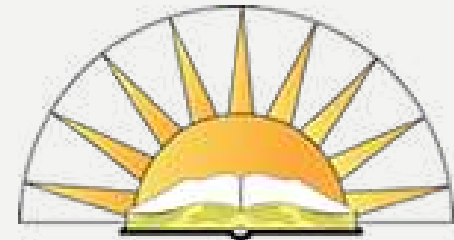
Administrative Regulation 5123(a)

As established by Board policy, students shall be identified for retention or for being “at risk of retention” on the basis of grades, assessment results on the Standardized Testing and Reporting (STAR) Programs, district reading, math, and writing assessments and other contributing factors as follows:

- Teacher observation
- Attendance/Behavior which have negatively impacted academic achievement
- Social/Emotional developmental appropriateness
- Light’s Retention Scale

Revised July 19, 2018

RETENTION IN CVUSD



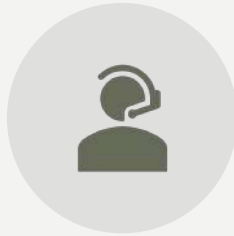


RETENTION AND THE IEP PROCESS

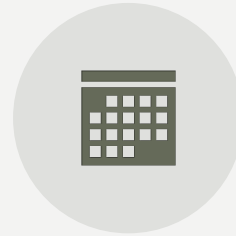
PARENT-INITIATED REQUEST



INFORM SITE
ADMINISTRATOR



CALL THE
PROGRAM
SPECIALIST



SCHEDULE
MEETING
ACCORDING TO
TIMELINES



PREPARE DATA



INPUT FROM ALL
TEACHERS &
RELATED SERVICE
PROVIDERS



DOCUMENT
RECOMMENDATIO
N IN IEP NOTES

PARENT REQUEST FOR RETENTION

Attendance

Behavior

Goal Progress


Academic Grades

Assessment Data – Formal/Informal

Maturity/Age

Social Impact


**PREPARE
DATA**



FREQUENTLY ASKED QUESTIONS



- What happens if the parent continues to pursue retention?
- What is the importance of data collection and a staffing meeting?
- How early in the process should I discuss with the Program Specialist?
- What do I do if the parent requests an IEP to discuss retention at the beginning of the school year?
- What are some alternatives to retention?
- Should the school psychologist and related service providers participate in the discussion to retain?



We are going to have a great year
learning together!