

ADMINISTRATIVE CIRCULAR NO. 80

Office of Leadership and Learning

SAN DIEGO UNIFIED SCHOOL DISTRICT

- Date:** May 26, 2015
- To:** **Middle-Level** Principals; Area Superintendents; Division and Department Heads
- Subject:** PROMOTION/RETENTION AND PLACEMENT DECISIONS FOR STUDENTS AT-RISK AT THE MIDDLE LEVEL
- Department and/or Persons Concerned:** Principals, Vice Principals, Teachers, and Counselors
- Due Date:** Complete required documentation by the end of the academic year.
- Reference:** SDUSD Board of Education action (May 27, 2008)
District Procedure No. 4760, Retention/Promotion
Administrative Circular No. 29, Support for Students At-Risk at the Secondary Level (Intervention Plans), October 17, 2014
- Action Requested:** Review and implement promotion/retention procedures for students at-risk of not meeting grade level standards.
- Attachments:**
1. Decision to Promote or Retain: Teacher Directions
 2. Decision to Retain or Promote Forms
 - a. Grades 6-8, English version
 - b. Grades 6-8, Spanish version
 3. Information for the Parent or Guardian of a Student At-Risk in Grade 6-8
 - a. English version
 - b. Spanish version
 4. Parent/Guardian Conference Request Form

This circular and attachments contain important information related to student promotion/retention. It is essential that site administrators, teachers and counselors carefully review all of the attached materials to ensure the promotion/retention and student placement processes outlined in Administrative Procedure No. 4760 are followed consistently throughout the district.

Please discard all related materials from previous years.

Description of Attachments

Directions for completing the Decision to Promote or Retain forms are included in Attachment 1. Attachments 2a and 2b are copies of the Decision to Retain or Promote forms, in English and Spanish. **A form must be completed for each student at-risk** (i.e., each student with a Learning Contract), even if the student is not being considered for retention.

All forms can be accessed and printed electronically at the school site via the Office of Leadership and Learning website. These are available in several languages: English, Spanish, Tagalog, and Vietnamese.

- For students who are candidates for retention, the promotion/retention/placement decision should be discussed with the parent/guardian during a conference. There is an appeal process for parents/guardians who disagree with the decision to retain or promote. (See Administrative Procedure No. 4760 for a description of the appeal process.)

Attachments 3a and 3b include copies of the Parent/Guardian information letter for students At-Risk in Grade 6-8 in English and Spanish. Attachment 4 is a “Parent/Guardian Conference Request Form.” These documents should be distributed with each Decision to Promote or Retain form.

Action Timeline

Action Dates	Responsible Party	Actions to be Taken
<i>Within last 6 weeks of instruction</i>	Teacher/ School Counselor	<ul style="list-style-type: none"> • Evaluate student’s academic performance based on academic grades in core subjects (i.e., English, Mathematics, History/Social Science, and/or Science), and, if needed and appropriate, designated performance measures, additional evidence of student academic achievement, participation in support and intervention opportunities, readiness for next grade level, etc. • Consult with the principal and the student’s parent/guardian.
	School Counselor/ Principal’s Designee	<ul style="list-style-type: none"> • Identify students in jeopardy of retention. • Indicate promotion or retention on the Decision to Promote <i>or Retain</i> form and submit to principal for signature.
<i>At least 3 weeks prior to end of school year</i>	Principal	<ul style="list-style-type: none"> • Sign Decision to Promote or Retain form; notify parents/guardians of decision and the opportunity to request a meeting to discuss student’s academic program in the coming year and/or appeal the decision.

Action Dates	Responsible Party	Actions to be Taken
<i>Prior to end of school year</i>	Principal/ Principal's Designee/ School Counselor	<ul style="list-style-type: none"> • Convene meeting with parent/guardian upon request to discuss student's academic program for the coming year. • Conduct appeal process upon request by parent/guardian. <ul style="list-style-type: none"> – Make the final promotion/retention decision following the proceedings. – Contact the parent/guardian regarding disposition of the appeal; provide written notice shortly thereafter. • Conduct Placement Review Conference upon request by staff and/or parent/guardian. <ul style="list-style-type: none"> – Make the final placement decision during the conference. Have parent/guardian indicate agreement with or decline of the recommended placement and sign the form.
<i>End of school year</i>	Principal	<ul style="list-style-type: none"> • File all original documents in the student's cumulative folder (Decision to Promote or Retain form). • Distribute copies as indicated to parent, teacher, principal, and, at the exit grade only, the high school.

For questions please contact Linda Trousdale by phone at 619-725-7342 or via email at ltrousdale1@sandi.net.

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APPROVED:



Jim Solo
Executive Director
Office of Leadership and Learning

Attachments (6)

Distribution Lists: A, B, and E

Decision to Promote/Retain

Directions for Completions Grades 6-8

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 is made. If there is a decision 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/ interventions 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 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.
3. Check the sources of information used when determining whether to promote or retain the student.
4. List the Tier 1, 2, & 3 interventions implemented, dates implemented, results, and steps for next school year.
5. Have all parties sign the form.

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

- Class Grades
- Site and classroom assessments
- Instructional reading level
- Formative Assessments or Measures of Academic Progress (at participating schools)
- Units of Inquiry assessments and writing samples

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
- Class grades

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.

If a student who has an IEP 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(s) 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.”

SAN DIEGO UNIFIED SCHOOL DISTRICT
Decision to Promote or Retain: Grades 6-8

School: _____

Student Name: _____ ID No. _____ Grade Level: _____

Collaboration Team: _____

_____ Decision to Promote	_____ Decision to Retain
_____ End-of-Year _____	_____ Following Parent Appeal Conference _____

Promotion / Retention Based on the Information Below (Attach Illuminate Student Profile and other Documentation)

_____ Assessments (Specify): _____

_____ Formative Assessments/ End-of Course Exams (Specify): _____

_____ Classroom Grades _____ CELDT _____ eOPL

Interventions

Initial Academic Recommendations:			
Tiered Interventions:	Dates:	Results:	Potential Steps for Next Year:

Parent Signature: _____ Date: _____

Teacher(s) Signature(s): _____ Date: _____

Administrator Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Parent conference was held on (date): _____	Parent Appeal Conference was held on (date): _____
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DISTRITO ESCOLAR UNIFICADO DE SAN DIEGO

Decisión para promover o retener: nivel de primaria

Escuela: _____

Nombre del estudiante: _____ # de ID _____ Grado: _____

Equipo de colaboración: _____

_____ Decisión para promover

_____ Decisión para retener

Fin del año _____

Después de la entrevista de apelación de
los padres _____**Promoción/Retención basada en la información de abajo** (Attach Illuminate Student Profile and other Documentation)

_____ Evaluaciones (especifique): _____

_____ Evaluaciones formativas/exámenes de fin de curso (especifique): _____

_____ Classroom Grades _____ CELDT _____ eOPL

Intervenciones

Recomendaciones académicas iniciales

Intervenciones por nivel:	Fechas:	Resultados:	Pasos potenciales para el año entrante:

Firma del padre/madre: _____

Fecha: _____

Firma del maestro/a: _____

Fecha: _____

Firma del administrador: _____

Fecha: _____

Firma del consejero/a: _____

Fecha: _____

Entrevista con los padres realizada en (fecha): _____ Entrevista de apelación de los padres realizada en (fecha): _____

Information for the Parent or Guardian:

Each school in the district is working with children, parents, and guardians to help students succeed academically and meet state grade-level standards. Earlier this year, your child was identified as **at risk** of not meeting grade-level standards. At that time, the teacher developed an Intervention Plan that included recommended academic support programs to help your student succeed. The Intervention Plan also outlined the possible consequences if your student was not making adequate progress at the end of the school year — including retention in his/her current grade.

At the end of this year, your child’s teacher re-evaluated his/her academic performance and assessment results. The enclosed *Decision to Promote or Retain* form reports the teacher’s decision about whether your child has made adequate progress towards grade level standards.

This document includes tests results, grades, and other information your child’s teacher used to make this decision, as well as academic interventions and supports your child **may** receive next year. Possible assessments used for this decision are described in the chart below.

Great care has been taken in making the promotion/retention decision; however, if you disagree with the decision, you may submit an appeal to the principal. A conference will be scheduled for you and your child to meet with the principal and teacher to review the recommendation for retention. Following this conference, the teacher will make the final decision to retain or promote your child, and you will receive written notice shortly thereafter.

EXPLANATION OF SCORES

Assessment	What the Score Means...
CA English Language Development Test (CELDT) <i>for English Learners only</i>	Shows the Overall English Language Proficiency Level (OPL) for your student at the time of testing (Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced).
Expected Overall English Language Proficiency Level (eOPL) <i>for English Learners only</i>	Shows the Overall English Language Proficiency Level expected for your child, based on the length of time he/she has been enrolled in school.
District Formative Assessments: Literacy and Mathematics	Shows how well your student did on end-of-unit assessments in Literacy and Mathematics.
Credits	Shows whether your student is “on-track” to graduate on time.

Información para los padres o tutores:

Cada escuela en el distrito trabaja con los niños, padres, y tutores para ayudar a los estudiantes a salir adelante académicamente y lograr alcanzar los estándares de nivel de grado. Al comenzar este año su hijo/a fue identificado como **en riesgo** de no alcanzar los estándares de nivel de grado. En ese momento, el maestro desarrolló un Plan de Intervención que incluía recomendaciones de programas de apoyo académico para ayudar a su hijo/a a tener éxito. El Plan de Intervención también explicaba las posibles consecuencias si su hijo/a no lograba satisfacer los criterios de promoción al final del año escolar, incluyendo la retención en su actual grado escolar.

Al final de este año, el maestro de su hijo/a re-evaluó su desempeño académico y los resultados de exámenes. La forma de *Decisión para promover o retener* anexa le informa la decisión del maestro sobre si su hijo/a ha logrado el progreso adecuado hacia los estándares de nivel de grado.

Incluidos en este documento están los resultados de los exámenes, calificaciones y otra información que el maestro de su hijo/a utilizó para tomar su decisión, así como de las intervenciones académicas y apoyos que su hijo/a **puede** recibir el año entrante. Las posibles evaluaciones utilizadas para esta decisión se describen en la tabla inferior.

Se ha tenido gran cuidado al tomar la decisión de la promoción/retención; sin embargo, si usted no está de acuerdo con esta decisión, usted puede presentar una apelación ante el director. Se programará una entrevista para que usted y su hijo/a se reúnan con el director e el maestro para revisar la recomendación para la retención. Después de esta entrevista, el maestro tomará la decisión final para retener o promover a su hijo/a y usted recibirá una notificación escrita poco después.

EXPLICACIÓN DE CALIFICACIONES

Evaluación	Lo que significa la calificación
Prueba de California del Desarrollo del Idioma Inglés (CELDT) <i>sólo para alumnos que aprenden inglés</i>	Muestra el Nivel General de Dominio (OPL) de su estudiante al momento de la prueba (principiante, pre-intermedio, intermedia, pre-avanzado, avanzado).
Nivel General de Dominio esperado del inglés (eOPL) <i>sólo para alumnos que aprenden inglés</i>	Muestra el Nivel General de Dominio esperado en el inglés de su hijo/a basado en el tiempo que su hijo/a ha estado inscrito en la escuela.
Evaluaciones formativas del distrito: lectoescritura y matemáticas	Muestra qué tan bien su hijo/a se desempeñó en las unidades de evaluación de fin de año en lectoescritura y matemáticas.
Créditos	Muestra si su hijo/a está "en camino" de graduarse a tiempo.

Parent/Guardian Conference Request Form

Student Name _____ Grade _____

School Name _____

Please Print Clearly

- I request a conference to review and discuss the evidence either for the retention of my student at the current grade level or for the placement recommendations for next year.

- I wish to appeal the decision to promote/retain my student.

Parent/Guardian Name _____

Parent/Guardian Signature _____

Telephone _____ Date _____

Teacher Name(s) _____