

Decision to Promote/Retain

Directions for Completion, Elementary Level

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 made. If you choose 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 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 promote or 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. Check the appropriate line in the grey box at the top of the form.
3. Check the sources of information used when determining whether to retain or promote the student.
4. List the Tier 1, 2, & 3 interventions implemented, dates implemented, results, and potential steps for next school year.
5. Attach the Data Director Student Profile as well as other test data and relevant information you used when making your decision.
6. Sign the *Decision to Promote or Retain* form.
7. Contact the student's parents to inform them of the decision and to provide them with an opportunity to meet and discuss promotion/retention.

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

- Site and classroom assessments (example: DRA)
- Instructional reading level (example: Fountas and Pinnell Reading Level)
- Formative Assessments or Measures of Academic Progress
- Units of study writing samples
- Elementary Progress Report Card marks

**SDUSD Grade Level Reading Expectations
And Reading Assessment Crosswalk**

	Below Grade Level Expectations
	At Grade Level Expectations
	Above Grade Level Expectations

Assessment				Grade Level																							
Lexile Range	WRAP	DRA	Fountas & Pinnell	TK			K			1			2			3			4			5					
				T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3			
				BR	0	0	0																				
	A1/A2	1	A																								
	B1/B2/B3	2	B																								
	C1/C2/C3	3	C																								
	D1/D2/D3	4	D																								
	E1/E2	6/8	E																								
	F1/F2	10	F																								
	G1/G2	12	G																								
	H1/H2	14	H																								
	I1/I2	16	I																								
	J1/J2	18	J																								
	K1/K2	20	K																								
		24	L																								
450-575		28	M																								
		30	N																								
		34	O																								
650-725		38	P																								
		40	Q																								
		40	R																								
800-875		44	S																								
		44	T																								
900-980		>44	U																								
			V																								
			W																								
			X																								

