

Alamo Heights Independent School District Retention Guidelines for Kindergarten Students

Basic Criteria

1. Each referral for retention shall be considered individually.
2. AHISD Board Policy EIE Local states that promotion in grades 1-8 shall be based on the student's mastery of curriculum. In grades 1-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level/grade-level standards for all subject areas. Furthermore, a student must have a grade of 70 or above in language arts, mathematics and either science or social studies. Retention criteria for kindergarten students will parallel this guideline with an emphasis on the student mastery 70% or greater of the language arts and mathematics essential knowledge and skills for Kindergarten. The kindergarten checklist will serve as the major assessment tool.

A student who is developmentally young may be considered for retention if the “youngness” is combined with a lack of mastery of curriculum objectives for the grade level.

Excessive absences, combined with a lack of mastery of curriculum, may also prompt consideration for retention.

3. A teacher shall request a meeting of the campus Student Intervention Team for any child being considered for retention..
4. Retention should not be used to supplant other educational services. Therefore, special populations students—Bilingual/ESL, Special Education, Title 1—may not be good candidates for retention. Retention of Special Education students must be approved by the Admission Review and Dismissal Committee (ARD). Likewise, the Language Proficiency Assessment Committee (LPAC) must approve the retention of Bilingual and English as a Second Language students.

Process for Implementing Retention Recommendation

1. Rule out health-related issues as being a cause of lack of performance. Have a vision/hearing test completed by the nurse and inquire about the student's medical history.
2. Consult with other school professionals and the Student Intervention Team regarding retention of the student. (See #3 above)
3. Conduct a series of conferences with the parents (preferably both parents).
 - a. Preliminary discussions regarding the possibility of retention should be conducted as early in the spring semester as possible, usually in January or February. Provide the parent with specific concerns and characteristics they might observe.
 - b. Teachers/Counselors will provide parents with (1) a copy of the Board Policy regarding retention and promotion (EIE Local) and (2) research information regarding the effects of retention including the longitudinal statistics on the academic performance of students who are not promoted to the next grade level and information on the effect of retention on student's self-esteem and on the likelihood of a student dropping out of school.
 - c. Discuss the possibility of retention again during the spring conference. Point out changes observed since the last conference.
 - d. Hold other conferences as needed with the parent.
4. Request a Gesell Development Assessment for the student.
5. Utilize a written instrument, such as the Light Retention Scale, to aid in making a decision .
6. Make a joint decision—teacher, principal, parent and other professional staff—no later than the first week of May..
7. Complete retention requests forms and submit to the Assistant Superintendent no later than the first week in May.
8. Maintain campus file on referrals for retention.

Alamo Heights Independent School District Retention Guidelines 1-5 Students

Basic Criteria

1. Each referral for retention shall be considered individually.
2. AHISD Board Policy EIE Local states that **promotion in grades 1-8 shall be based on the student's mastery of curriculum**. In grades 1-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level/grade-level standards for all subject areas. Furthermore, a student must have a grade of 70 or above in language arts, mathematics and either science or social studies.

A student who is developmentally young may be considered for retention **if** the “youngness” is combined with a lack of mastery of curriculum objectives for the grade level.

Excessive absences, combined with a lack of mastery of curriculum, may also prompt consideration for retention.

3. **A teacher shall request a meeting of the campus Student Intervention Team for any child being considered for retention..**
4. Retention should not be used to supplant other educational services. Therefore, special populations students—ESL, Special Education, Title 1—may not be good candidates for retention. Retention of Special Education students must be approved by the Admission Review and Dismissal Committee (ARD). Likewise, the Language Proficiency Assessment Committee (LPAC) must approve the retention of Bilingual and English as a Second Language students.

Process for Implementing Retention Recommendation

5. Rule out health-related issues as being a cause of poor academic performance. Have a vision/hearing test completed by the nurse and inquire about the student's medical history.
6. Consult with other school professionals and the Student Intervention Team regarding retention of the student. (See #3 above)
7. Conduct a series of conferences with the parents (preferably both parents when appropriate).
 - a. Preliminary discussions regarding the possibility of retention should be conducted as early in the spring semester as possible, usually in January or February. Provide the parent with specific concerns and characteristics they might observe.
 - b. Teachers/Counselors will provide parents with (1) a copy of the Board Policy regarding retention and promotion (EIE Local) and (2) research information regarding the effects of retention including the longitudinal statistics on the academic performance of students who are not promoted to the next grade level and information on the effect of retention on student's self-esteem and on the likelihood of a student dropping out of school.
 - c. Discuss the possibility of retention again during the spring conference. Point out changes observed since the last conference.
 - d. Conduct other conferences as needed with the parent.
8. Utilize a written instrument such as the Light Retention Scale, to aid in making a decision when appropriate.
9. Make a joint decision—teacher, principal, parent and other professional staff—no later than the first week of May.
10. Complete retention requests forms and submit to the Assistant Superintendent no later than the first week in May.
11. Maintain campus file on referrals for retention.

Retention Checklist
Alamo Heights Independent School District
Grades K-1

Grade Level: *K* *1* (Circle one)

Student _____
 Student ID# _____
 Address _____
 Phone Number _____
 Birthdate _____

Gender _____
 Ethnicity _____
 School _____
 Teacher _____
 Date _____

CRITERIA

√

COMMENT

CAMPUS DATA

Gesell Developmental Assessment (Kinder only)

Light Retention Scale

Special Program Participation—Special Education, Bilingual/ESL, Title I, After School Tutoring

Results of Vision and Hearing Screening

Summary Sheet from Student Intervention Team

Dates of Parent Conferences in which retention was discussed

SUBJECTIVE

GRADES

Attach a copy of the student's report card/checklist

Teacher Recommendation (Homeroom)

Teacher Recommendation (Special Program)

Parent Recommendation

Special Program Approval (attach ARD or LPAC report)

Retention Checklist
Alamo Heights Independent School District
Grades 2-5

Grade Level: 2 3 4 5 (Circle one)

Student _____ Student ID# _____ Address _____ Phone Number _____ Birthdate _____	Gender _____ Ethnicity _____ School _____ Teacher _____ Date _____
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CRITERIA	√	COMMENT
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OBJECTIVE/ STANDARDIZED	OLSAT Verbal (SAS)		
	OLSAT Nonverbal (SAS)		
	OLSAT Total (SAS)		
	STANFORD 10 Reading Total Percentile		
	STANFORD 10 Math Total Percentile		
	Light Retention Scale		
	TAKS Reading		
	TAKS Math		
Summary Page from Student Intervention Team			

SUBJECTIVE	Student's Report Card		
	Teacher Recommendation (Homeroom)		
	Teacher Recommendation (Special Program)		
	Parent Recommendation		
	Special Program Approval (ARD, LPAC)		
	List all special programs in which the student has been enrolled		

_____ Teacher Recommendation
_____ Parent Recommendation

ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT

RETENTION RECOMMENDATION REQUEST

Student's Name: _____ Birth Date: _____

Home Address: _____ Zip: _____ Phone: _____

Parent(s): _____

Teacher: _____ Grade: _____

Dates of conferences in which retention was discussed: _____

Answer the following questions.

1. What is the rationale for retaining this student?

(over)

DO NOT WRITE BELOW THIS LINE

Date Received in Curriculum Office: _____

Action Taken _____

_____ Signature

2. How will retention help this student? Include specific suggestions for developing an Instructional Education Plan.

Date

Signature of Person Making Recommendation

Date

Principal's Signature

RETENTION CONCURRENCE STATEMENT

I concur /do not concur with the recommendation that _____
Child's Name

would benefit from another year in grade _____.

Comments

Date

Signature