

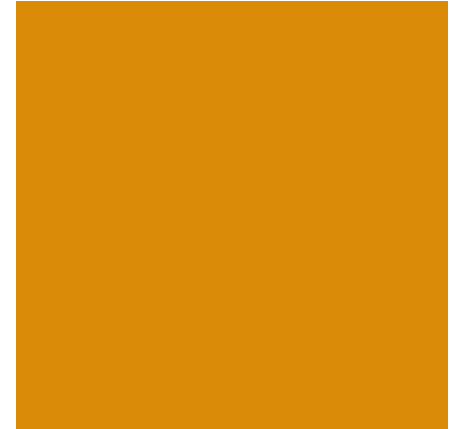
# Retention & Promotion

Multicultural Education Concerns Advisory  
Committee

May 30, 2013



Anchorage School District





# Guiding Questions

- Were you or anyone you have known ever held back a grade in school?
  
- What were the impacts on that student? Were there positive impacts? Negative?





# Objectives

1. Summarize key components of literacy improvement and retention policies
2. Highlight key practices in the ASD that are consistent with policies across the nation and best practices





## Retention

The process of having a student repeat a grade level or educational course after failing to achieve standards.

## Social Promotion

Promotion of all students, regardless of achievement, from one class to the next.





# Reasons Students are Retained

- Low academic skills
- Age
- Social immaturity
- Behavior problems
- Just beginning to learn English
- Poor attendance





## ASD Retention Policy 360.2

- Recommendations for retention will be based upon the student's age, achievement, social and emotional, physical, and cognitive development. The recommendation may be initiated by the teacher or parent. Parents will be informed by the end of the first semester of a possible retention through a parent conference. The principal must consult with the parent before making the final determination.



# ASD Retention

<b>Preliminary Grades K-8 Retention Rate as of 5/23/2013</b>			
<b>Grade</b>	<b>Number of students retained</b>	<b>Enrollment on the last day of school year</b>	<b>Percentage</b>
<b>K</b>	34	4021	0.8%
<b>1</b>	19	3892	0.5%
<b>2</b>	11	3730	0.3%
<b>3</b>	6	3671	0.2%
<b>4</b>	3	3596	0.1%
<b>5</b>	2	3592	0.1%
<b>6</b>	2	3696	0.1%
<b>7</b>	0	3625	0.0%
<b>8</b>	2	3727	0.1%
<b>Grades K-8 Total</b>	79	33550	0.2%





## Common Elements of Literacy Improvement & Retention Policies

1. Early identification of reading difficulties
2. Early intervention
3. Third grade retention





# 1. Early Identification of Reading Difficulties

## Literacy Improvement & Retention Policies

- **Comprehensive assessment system:**
  - State outcome assessment
  - Universal screening 3 x year
  - Diagnostic assessment



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- Comprehensive assessment system:
  - State outcome assessment
  - Universal screening 3 x year
  - Diagnostic assessment
  - Ongoing formative assessment



## 2. Early Intervention

### Literacy Improvement & Retention Policies

- Intensive research-based K-3 reading intervention
- Individualized plan for students with reading difficulties
- Written parent notification and home reading program
- Increased instructional time (during & outside school day)
- Summer program
- Progress monitoring
- Preschool and full day kindergarten



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- Developing tiered reading interventions
- Individualized plan for students with reading difficulties
- Increased instructional time (during & outside school day)
- Progress monitoring
- Preschool and full day kindergarten





# Break for Discussion



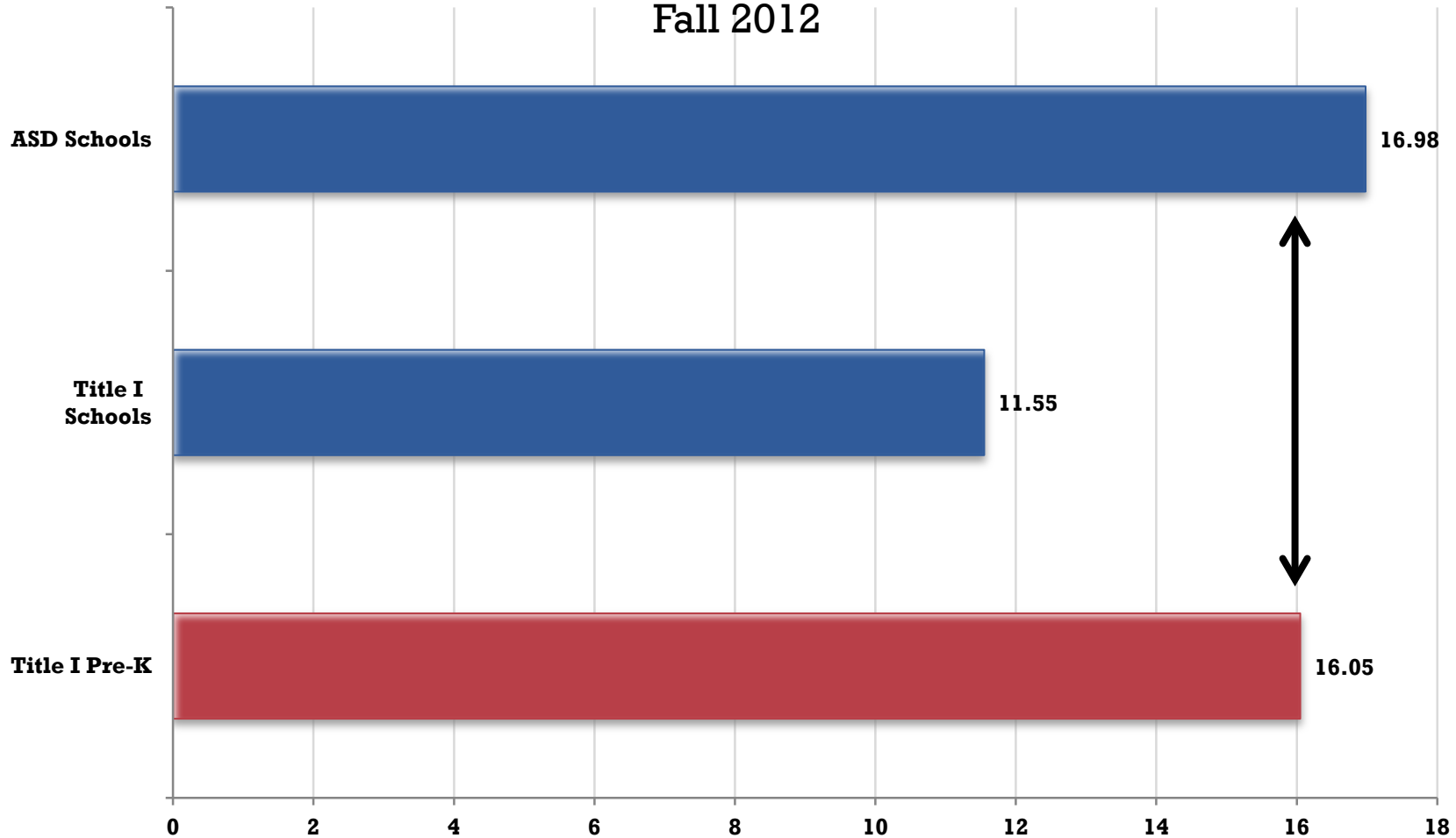
# Kindergarten Letter Naming Fluency

q T G y j z n m r F  
f H m g o O J a c V  
e z D a o r f J V S  
w p X f L S V i R Y  
V s d p q A N z T I  
F r b U B T q p S h  
J E j Z y G P o i B  
R t H X n C L b i W  
b B j h t q w k i T  
g y S G u V K I J Q



# Preschool Effects on Kindergarten Readiness

Average Letter Naming Fluency Score  
Fall 2012



# Kindergarten Letter Sound Fluency

l b t m i d c h r k

c z u r p t f y i a

b i c l z t d n g r

e r i y m v k n a l

t g p v h l z k y s

y s c r n f g v a u

h g e y p d z b t v

j z c s b n d i y m

b d m s u h p e i k

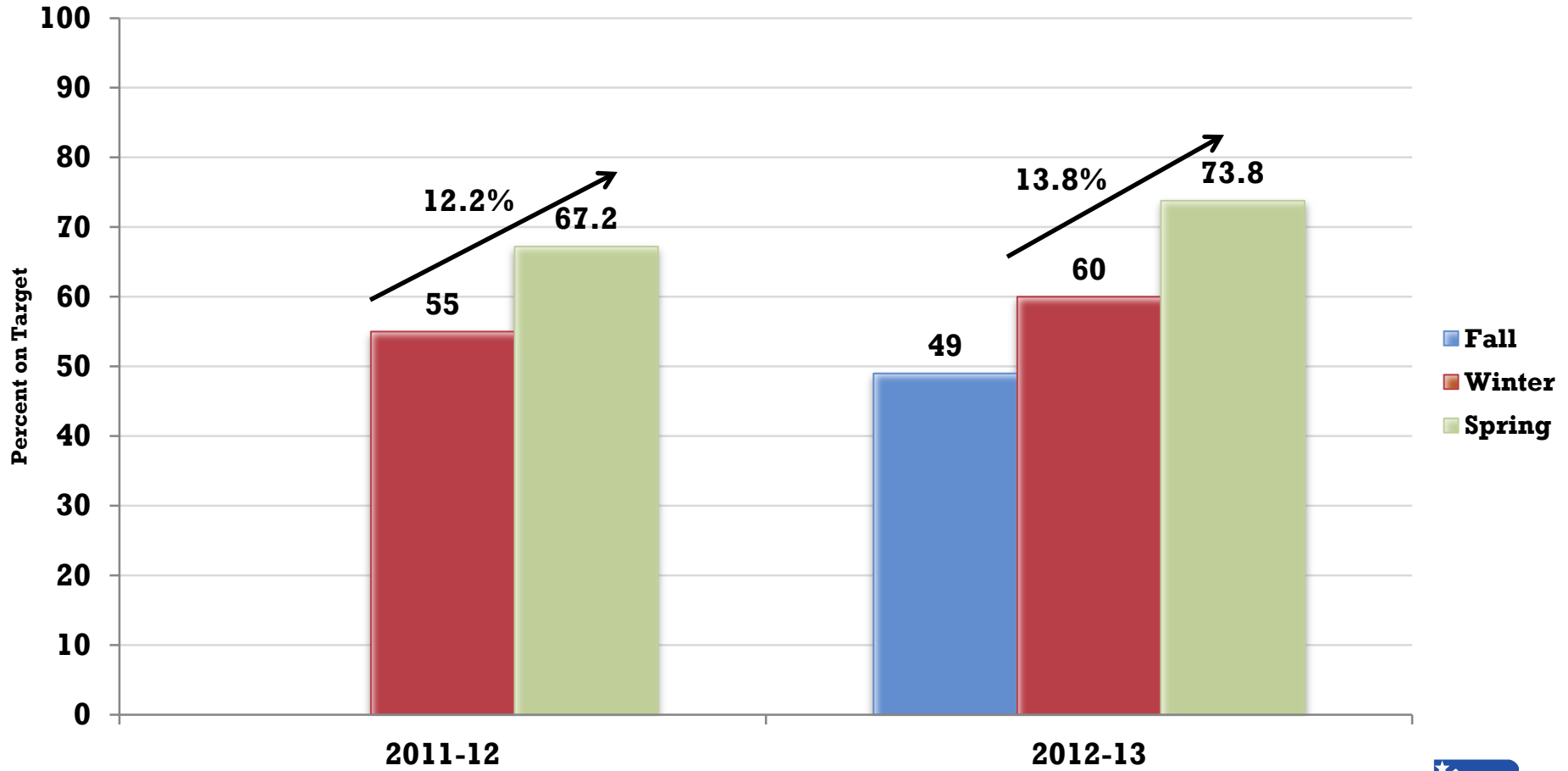
u b d p g y a e k r





# Effects of Early Literacy Intervention

## Kindergarten Letter Sound Fluency (LSF)



# Reading Curriculum Based Measurement (CBM)

Two mice lived in the walls of Tim's house. One was named Bill. The other was named Ray. Bill and Ray slept in the wall next to Tim's bed. Every night, Tim could hear them running around. Every night, Tim had a hard time falling asleep because Bill and Ray made a lot of noise.

One night, Bill and Ray made too much racket. It sounded like they were dancing in the walls. Tim stood up on his bed and pounded the wall with his fist. "Hey Bill and Ray, be quiet. I can't sleep," he told them. "I have a big test at school tomorrow. I need my rest."

The mice were quiet for a little while. Then, they started making noise again. Tim could hear them crawling around in the walls. He rolled over in bed and turned on his light.

"What am I going to do? How can I keep the mice quiet?" Tim asked himself.

"You can give us some pillows and a blanket."

Tim turned his head. There was a mouse standing next to a hole in the wall.

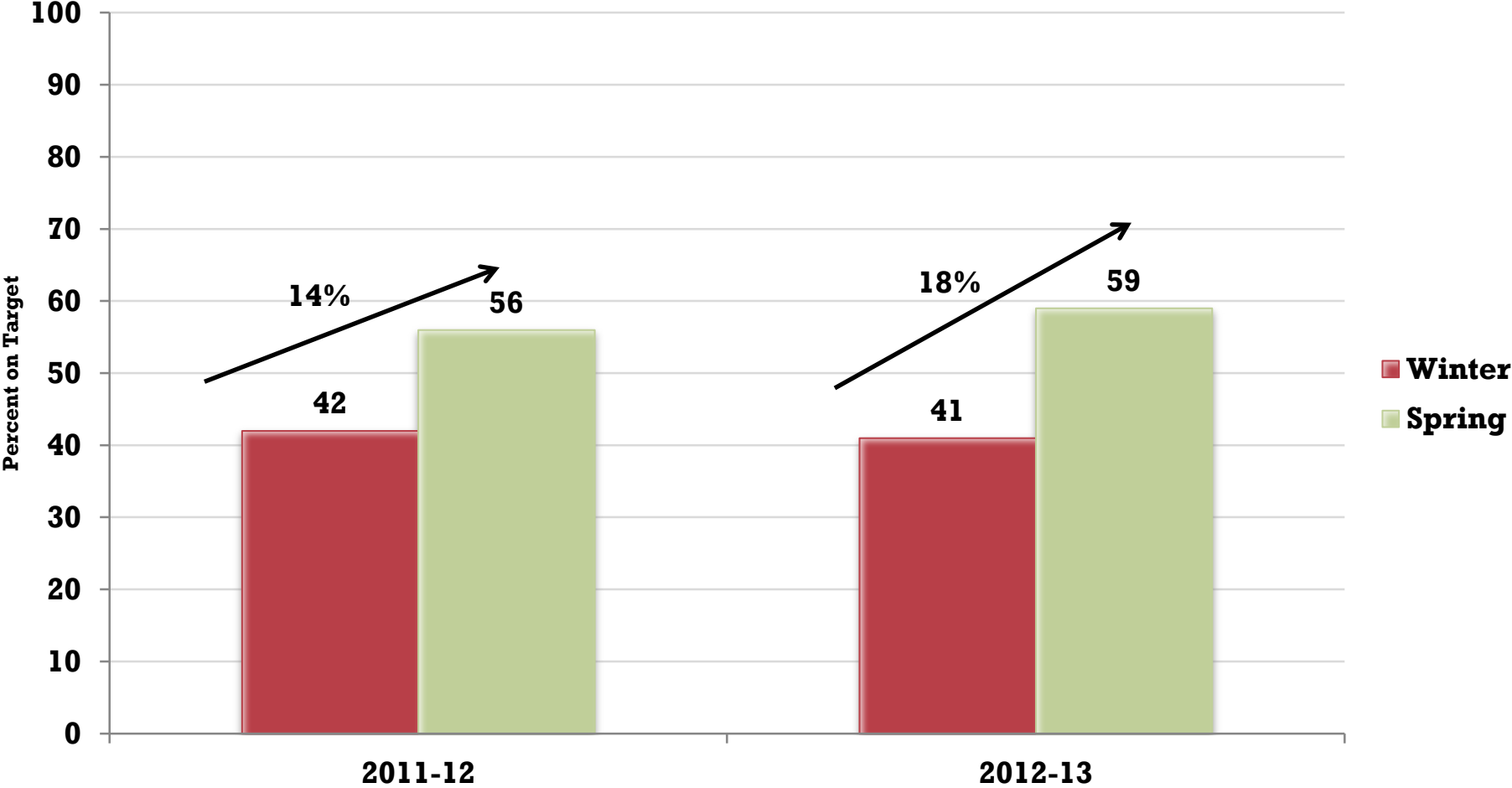
"We make so much noise because we're cold." Ray said. "If you would share some of your blankets with us, we could all go to sleep."

Tim gave each mouse a sock to use as a blanket. He gave them cotton balls to use as pillows. Then they all went to sleep.



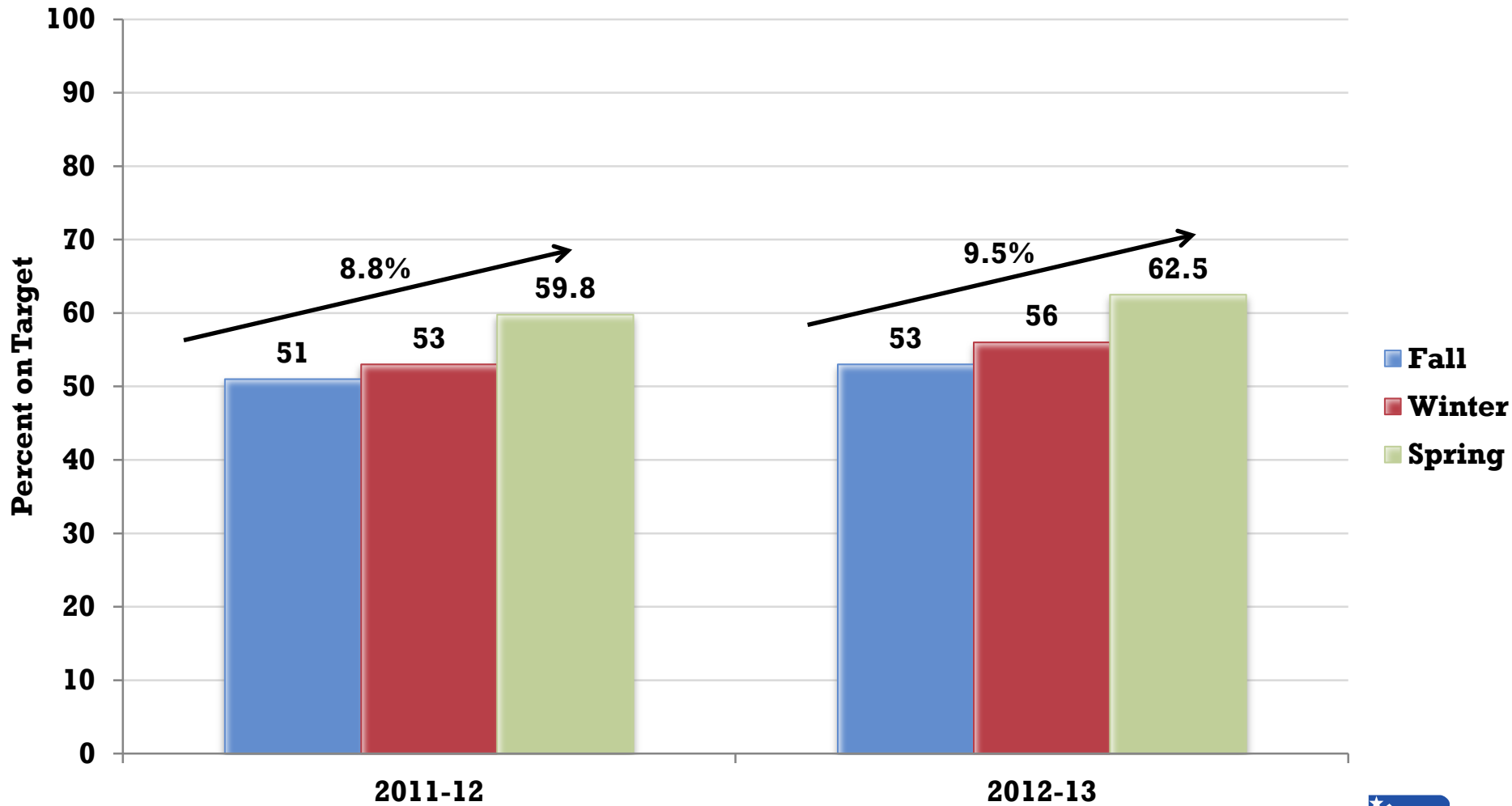
# Effects of Early Literacy Intervention

## Grade 1 Reading



# Effects of Early Literacy Intervention

## Grade 2 Reading



# 3. Retention

## Literacy Improvement & Retention Policies

- Third grade retention
- Students fail to meet minimum reading third grade reading standards on statewide assessments
- “Good cause” exemptions from retention (ELL & SpEd)
- At least 90 minutes/day of intensive research-based instruction
  - Small group instruction
  - Frequent progress monitoring
  - Tutoring and mentoring
  - Intensive language and vocabulary instruction
  - Incorporate grade 4 content
- Summer reading camp
- Extended days, weeks or years
- Accelerated reading class



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## Education Commission of the States

**“While retention policies may generate public interest and a sense of urgency for improving early reading proficiency, similar improvements in student achievement might well be achieved through identification and intervention – without the need for retention.”**





# Guiding Questions

- What are some potential impacts of retention on students?  
Unintentional consequences?
  
- What should ASD be focusing on that we may not be already?





# Resources

1. Alaska Literacy Blueprint – Birth to Graduation  
<http://education.alaska.gov/blueprint/>
2. National Association of School Psychologists. (2011) Grade retention and social promotion (White Paper). Bethesda, MD: Author.
3. Rose (2012). Third Grade Reading Policies. Denver, CO: Education Commission of the States.  
<http://www.ecs.org/clearinghouse/01/03/47/10347.pdf>
4. Rose & Schimke (2012). Third grade literacy policies: Identification, intervention, retention. Denver, CO: Education Commission of the States.  
<http://www.ecs.org/clearinghouse/01/01/54/10154.pdf>

