

GRADE RETENTION PROCESS & PROCEDURES

Presentation to Harlem School Board
Education Committee

July 18, 2013

COMMITTEE MEMBERS

- ◉ Kathy Summers - Kindergarten teacher, Parker Center
- ◉ Rena Mekeel - 1st grade teacher, Olson Park
- ◉ Bridget Bowers - 2nd grade teacher, Loves Park
- ◉ Amy Morgan - 3rd grade teacher, Marquette
- ◉ Andrea Carter - 4th grade teacher, Ralston
- ◉ Nadine Galindo - 6th grade teacher, Rock Cut
- ◉ Chris Tackett - 6th grade teacher, Windsor
- ◉ Susan Andrews - Literacy Specialist, Maple
- ◉ Beth Williams - Procedural Coach, Harlem Middle School
- ◉ Amy Novak - Counselor, Harlem Middle School
- ◉ Jerry Harris - Assistant Principal, Harlem Middle School
- ◉ Lori Macomber - Principal, Windsor
- ◉ Burt Townsend - Principal, Olson Park
- ◉ Abigail Edwards - Principal, Machesney
- ◉ Michele Erb - Director of Curriculum
- ◉ Margo Sickele - Director of School Improvement & Accountability
- ◉ Barb Browning - Assistant Superintendent, Curriculum & Instruction

PROCESS

- ◉ Monthly meetings, January - May
- ◉ Reviewed current law and policy



- ◉ Reviewed research about retention
- ◉ Analyzed Harlem District data
- ◉ Considered other districts' procedures
- ◉ Developed procedure for Harlem

DEFINITION

- ◉ Retention or non-promotion is the practice of requiring a child to repeat a particular grade or requiring a child of appropriate chronological age to delay entry to the next grade

(Setencich, 1994).

RESEARCH

- “It would be difficult to find another educational practice on which the evidence is so unequivocally negative.”

House, 1989

STUDENT CHARACTERISTICS

◉ Likely to be:

- Male
- Younger than classmates
- Lower socio-economic class
- African American or Latino
- Behavior problems
- Immature for age



DROPOUT CORRELATION

- #1 predictor of dropouts
 - 5 times more likely to drop out of school
- Nearly 100% likelihood of dropping out after second retention



EFFECTIVENESS

- Positive effect of retention fades out over a two or three year period

- Ineffective or harmful



- More negative than positive effects long-term

EFFECTIVENESS

- ◉ No evidence of the effectiveness of grade retention in improving either the self-esteem or aggressive behaviors



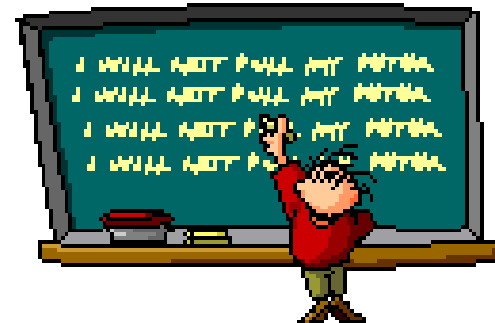
- ◉ Effect of retention is negative in all areas

- ◉ Most negative effect is on reading.



EMOTIONAL ISSUES

- ◉ Stigma, stress and shame
- ◉ Children rate retention as highly stressful
 - Only going blind or losing a parent were rated more stressful
- ◉ All view retention as punishment



RETENTION IS PREDICTIVE OF:

- ◉ Emotional distress
- ◉ Low self-esteem
- ◉ Poor peer relations
- ◉ Smoking
- ◉ Alcohol and drug use
- ◉ Driving under the influence
- ◉ Suicidal intentions
- ◉ Violent behaviors



ADULTS MORE LIKELY TO:

- ◉ Be unemployed
- ◉ Live on public assistance
- ◉ Be in prison



(Jimerson, Pletcher, Kerr, 2005).

TO SAY IT AGAIN:

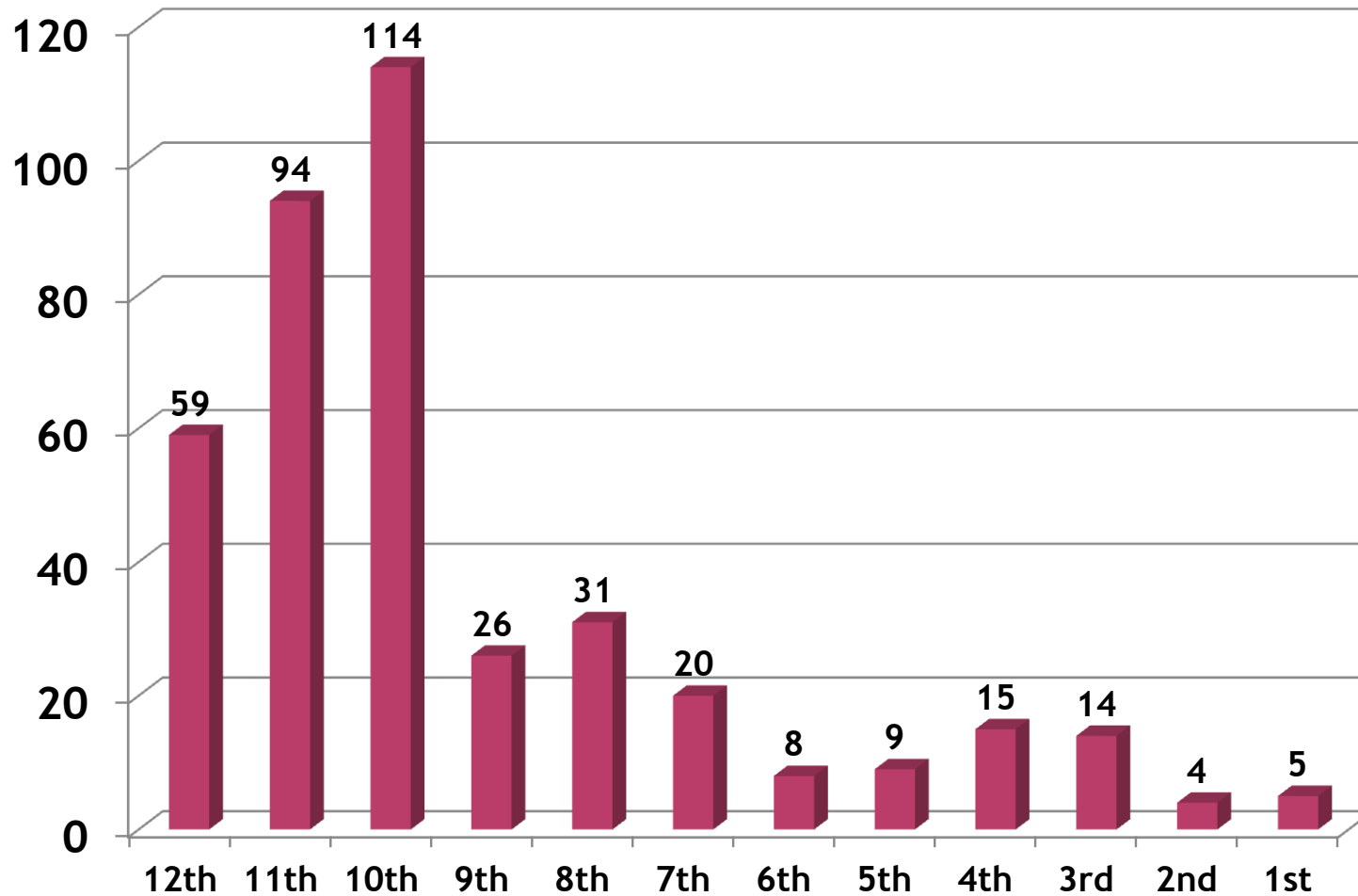
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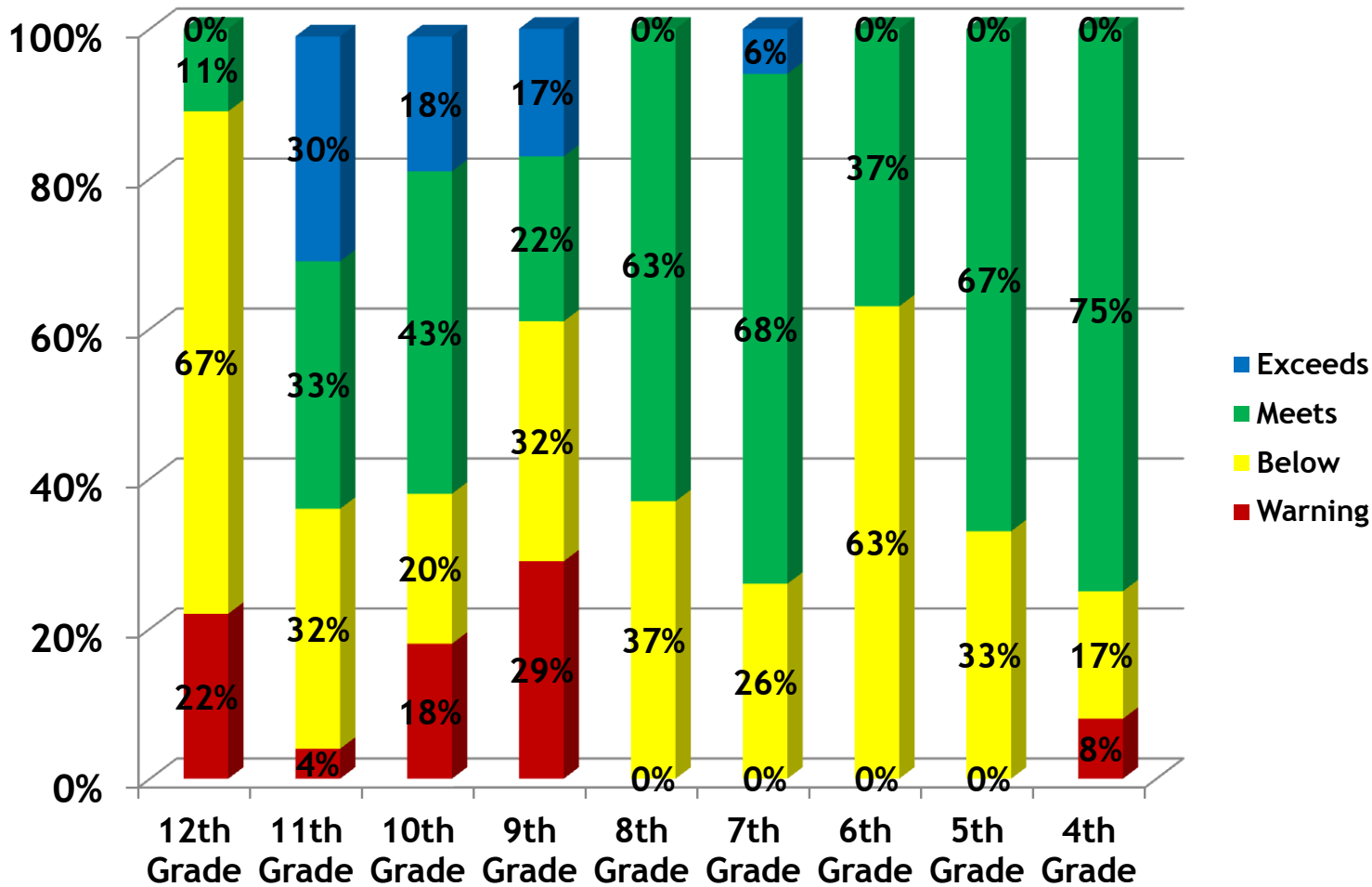
HARLEM RETENTION DATA



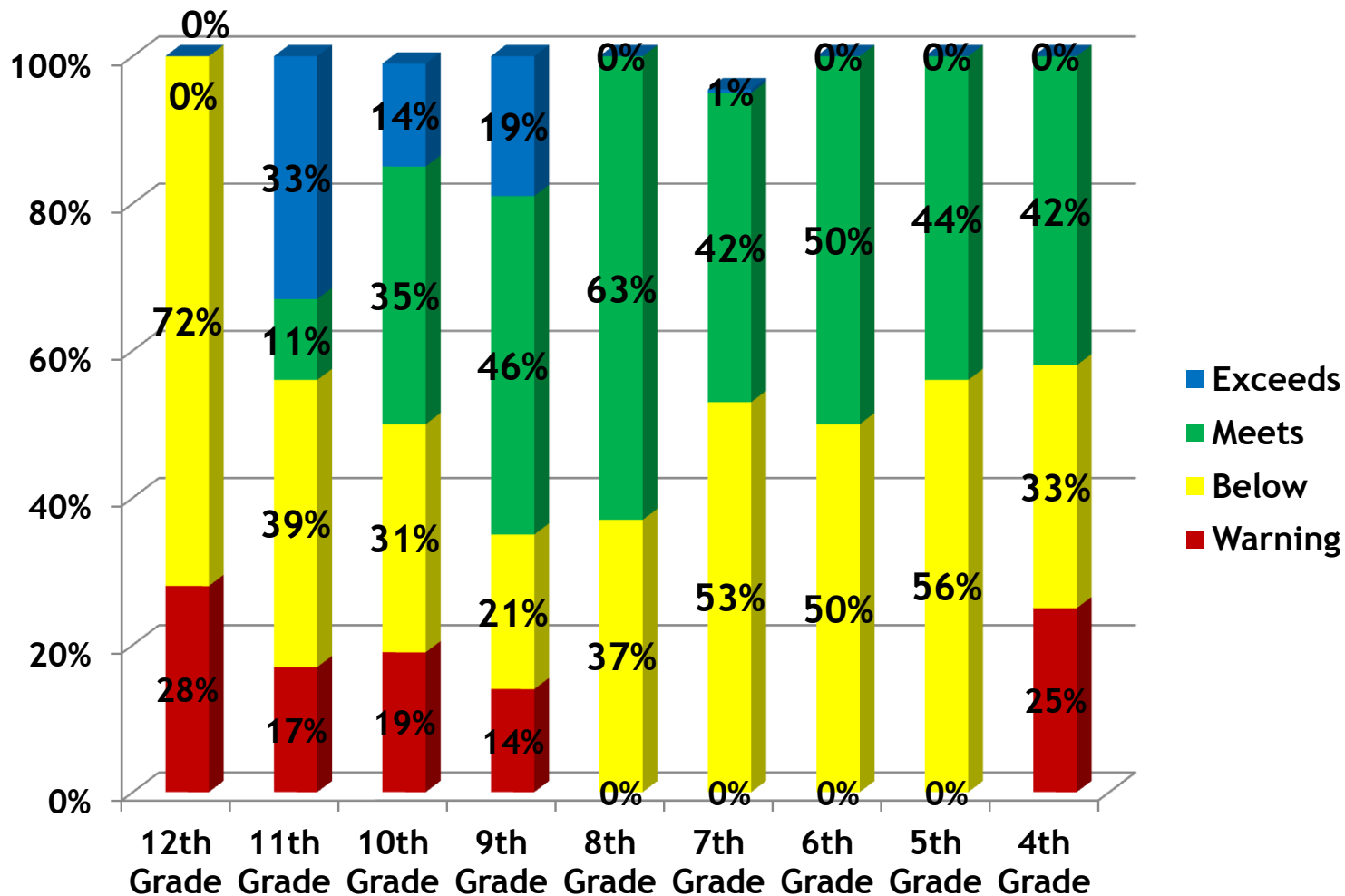
NUMBER OF CURRENT STUDENTS WHO HAVE EVER BEEN RETAINED



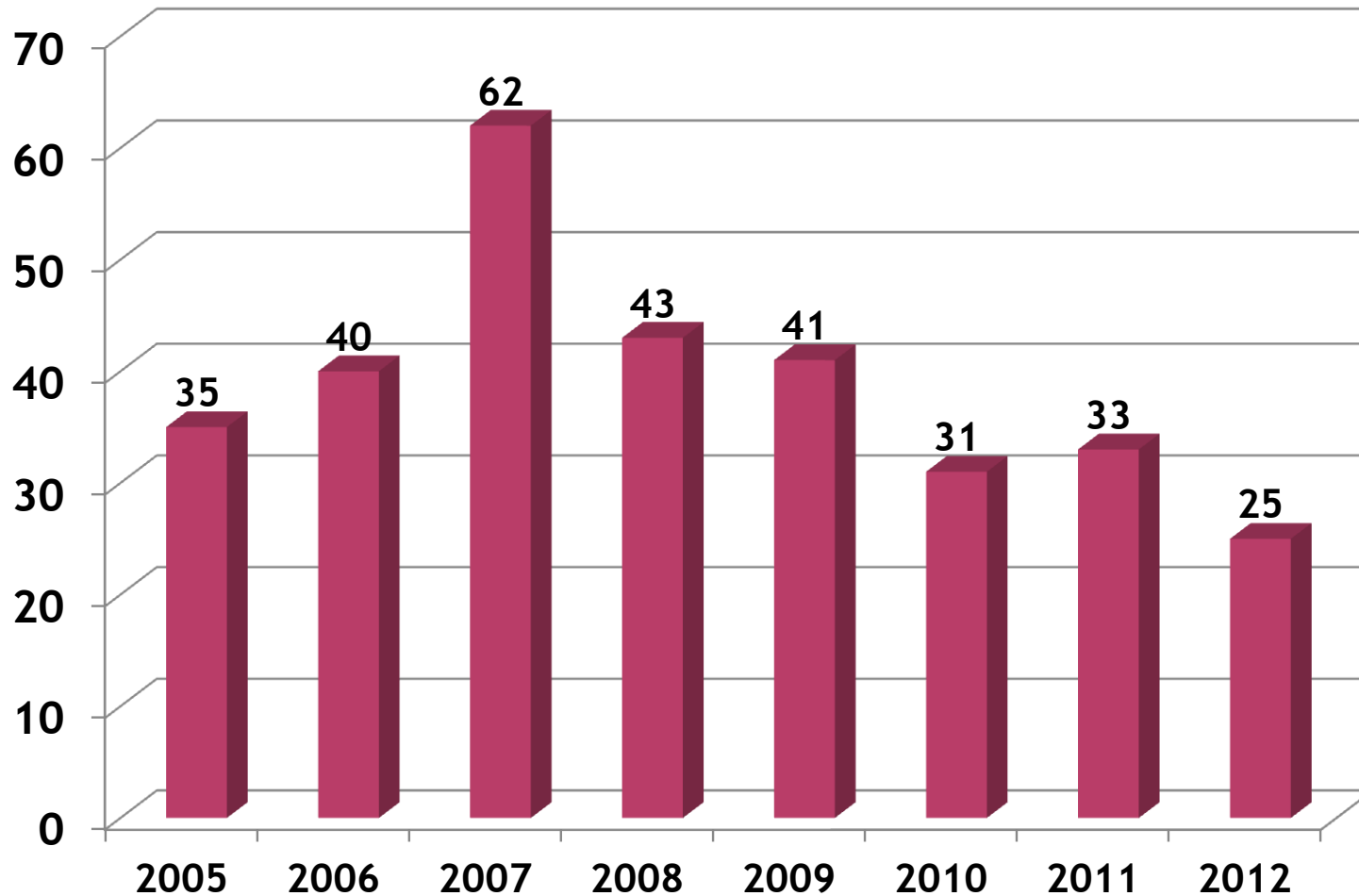
MATH PERFORMANCE OF RETAINED STUDENTS



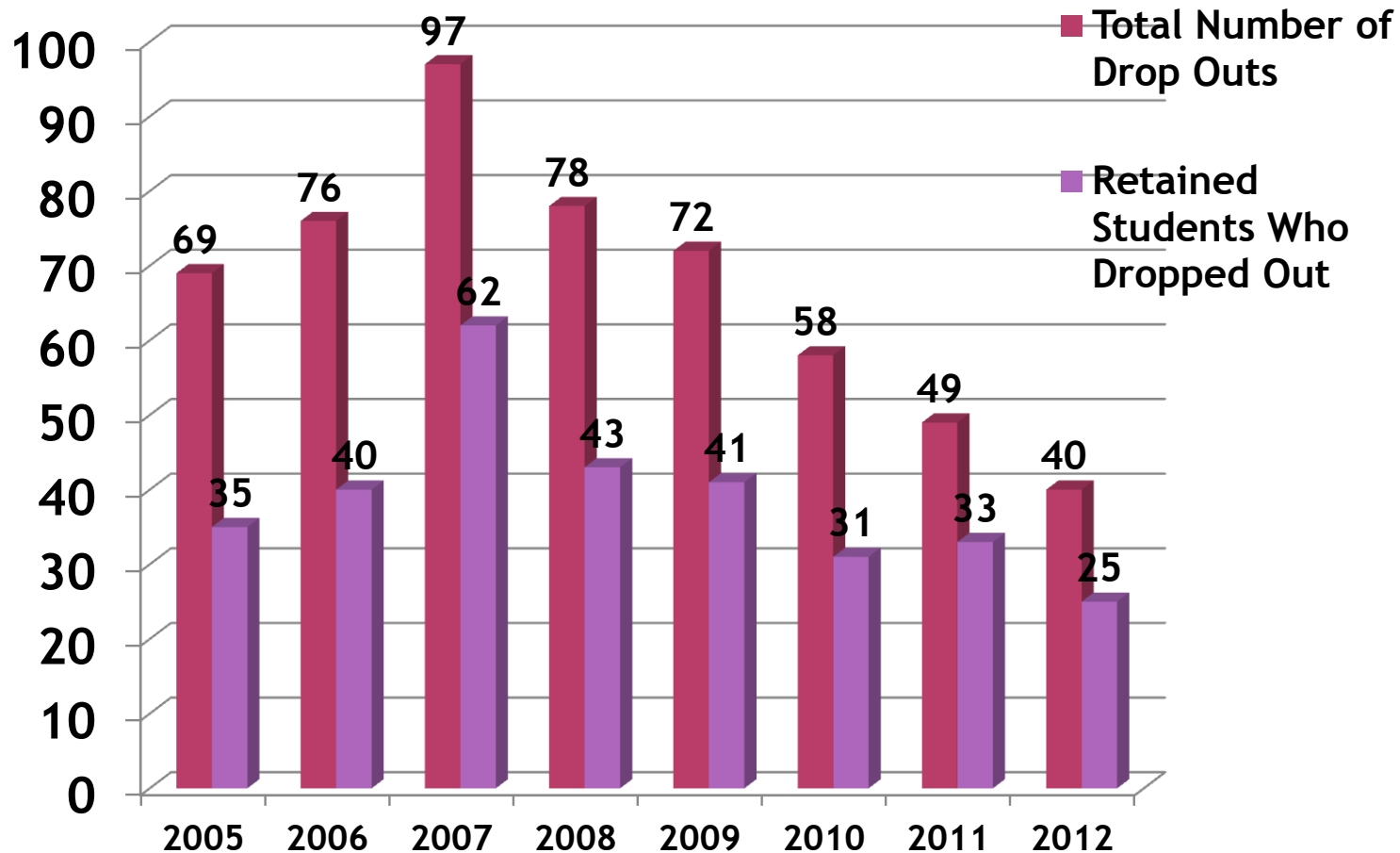
READING PERFORMANCE OF RETAINED STUDENTS



RETAINED STUDENTS WHO DROPPED OUT



DROPOUT COMPARISON



ACTION STEPS IN CONSIDERING RETENTION

1. Observe child's progress and document any concerns. - Sept. - October
2. Develop and implement appropriate classroom interventions and document via the RtI paperwork. Be sure to contact parents and share specific concerns. - Oct.-Jan.
3. Consult with RtI team to determine additional school interventions and assign case manager. - Oct. - Jan.
4. Discuss results and interventions with parents honestly and specifically on a regular basis as part of the problem solving process. - Oct. - Jan.

ACTION STEPS (CONT.)

5. Continue to monitor progress of intervention plan and hold regularly scheduled problem-solving meetings to determine intervention plan changes and to monitor student progress. Begin to complete the Retention/Promotion Checklist. - Jan. - March

6. Review all information on the child's performance; Complete the Retention/Promotion Checklist and Light's Retention Scale - March - April

ACTION STEPS (CONT.)

7. Make recommendation about promotion or retention. If requesting to retain, submit all paperwork including the Retention Intervention Plan (RIP) to the District Retention Review Team (DRRT). If promotion is recommended, the School Retention Review Team (SRRT) submits Promotion Intervention Plan (PIP) to the Rtl team. - May

8. District Retention Review Team (DRRT) makes final decision. - May

9. If retention request is denied, the School Retention Review Team (SRRT) will complete a Promotion Intervention Plan (PIP).- May

10. Parent is informed about decision and appeal process, if necessary.- May

RESOURCES

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YOUR QUESTIONS, THOUGHTS?

