



Retention & Social Promotion

Despite clear evidence that retention does not work - and that it damages children – many school districts continue to use this outmoded policy. If you are dealing with a retention problem, you must educate yourself before you can advocate for the child. Download and read these articles.

Read the articles and Position paper from the National Association of School Psychologists and the American Federation of Teachers. Make copies of these documents for members of your child's team - they support the position that retention is not an appropriate intervention.

Articles

10 Strategies to Fight Mandatory Retention & Other Damaging Policies by Sue Heath. Learn how you can find answers to questions in the law and strategies you can use to fight mandatory retention and other damaging policies.

<http://www.wrightslaw.com/info/retain.strategies.heath.htm>

High Stakes! Can the School Use a Single Test to Retain My Child? Research editor Sue Heath answers questions from parents about high-stakes testing and mandatory retention.

<http://www.wrightslaw.com/info/retain.compul.fcat.htm>

Useful Resources

Grade Retention - Achievement and Mental Health Outcomes (National Association of School Psychologists) 6th grade students rated grade retention as the most stressful life event, higher than the loss of a parent or going blind. Retained students are less likely to receive a high school diploma by age 20 and less likely to be enrolled in any post-secondary education program.

<http://www.nasponline.org/communications/spawareness/Grade%20Retention.pdf>

Position Statement on Student Grade Retention and Social Promotion (National Association of School Psychologists) "The practice of retaining children in grade has been shown to be ineffective in meeting the needs of children who are academically delayed."

http://www.nasponline.org/about_nasp/pospaper_graderetent.aspx

Two Wrong Solutions (American Federation of Teachers) "Social promotion and grade retention are mechanical responses to an educational problem. The scandal is how little attention they give to preventing failure in the first place."

<http://www.aft.org/presscenter/speeches-columns/wws/1997/1097.htm>

Wrightslaw

Open 24 Hours a day, 365 Days a Year

<http://www.wrightslaw.com>



Of Primary Interest (Colorado Department of Education, Iowa Department of Education, Missouri Department of Elementary and Secondary Education, Montana Office of Public Instruction, Nebraska Department of Education) " For the majority of students, retention has a negative effect on their academic achievement. Children who are overage for their grade are more likely to drop out of school."
http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/10/bf/fc.pdf

The Grade Retention Fallacy (Harvard Civil Rights Project) "Research tells us that fear and humiliation are not the strongest motivators for struggling students."
http://www.civilrightsproject.harvard.edu/research/articles/retention_edley.php

Retention is Not the Answer. (Wrightslaw) A North Carolina school psychologist writes about retention and social promotion and his state's policy of retaining children while ignoring research that retention is not an appropriate intervention.
http://www.wrightslaw.com/advoc/ltrs/ltr_NCschoolpsych_retention_990415.html

Should I Allow the School Retain My Child? (Wrightslaw) Advice to a parent's frequently asked questions about retention - generally, it is not a good idea.
http://www.wrightslaw.com/info/fape_retention.htm

To Promote or Retain? (Wrightslaw) Summary of research on retention; retention is not an appropriate intervention for children who have academic delays.
http://www.wrightslaw.com/advoc/articles/promote_retain.htm

Ending Social Promotion. According to this publication from the U. S. Department of Education, "Neither social promotion nor retention is appropriate for students who do not meet high academic standards."
<http://www.ed.gov/PDFDocs/socialprom.pdf>

Early Intervention Works, Grade Retention Doesn't (University of Wisconsin)
<http://www.news.wisc.edu/3389.html>

Effects of Kindergarten Retention Policy on Children's Cognitive Growth in Reading and Mathematics - by Guanglei Hong , Ontario Institute for Studies in Education of the University of Toronto, and Stephen W. Raudenbush, University of Michigan - Published in Educational Evaluation and Policy Analysis, Fall 2005
http://www.aera.net/uploadedFiles/News_Media/News_Releases/2005/Kindergarten%20Retention-Hong%20&%20Raudenbush%20PDF.pdf

Exploring the Association Between Grade Retention and Dropout (California School Psychologist)
http://www.education.ucsb.edu/jimerson/retention/CSP_RetentionDropout2002.pdf

Wrightslaw

Open 24 Hours a day, 365 Days a Year

<http://www.wrightslaw.com>