

### **Retention Based on the Reading Sufficiency Act:**

As provided for in the school district's Reading Sufficiency Testing Policy, reading sufficiency testing will be conducted in the school district to ensure that each student has attained the necessary reading skills upon completion of the third grade. Beginning with students entering the first grade in the 2011-2012 school year, a student identified as having a reading deficiency, based on administered assessments, that is not remedied by the end of third grade, as demonstrated by scoring at the unsatisfactory level on the reading portion of the third-grade criterion-referenced test, shall be retained in the third grade. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. For students who do not meet the academic requirements for promotion, the school district may promote the student for good cause only. Good-cause exemptions shall be limited to the following:

a. Students on an individualized education plan (IEP) which indicates that participation in the statewide criterion-referenced tests are not appropriate;

b. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;

c. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards beyond the retention level;

d. Students on an IEP that reflects that the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in kindergarten, first, second, or third grade; or

e. Students who have received intensive remediation in reading for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, first, second, or third grade for a total of two (2) years. A student who is promoted according to this paragraph shall be provided intensive reading instruction during an altered instructional day that includes specialized diagnostic information and specific reading strategies for that student. The school district shall assist schools and teachers to implement research based reading strategies for the promoted student shown to be successful in improving reading among low-performing readers.

In addition to the good-cause exemptions set forth above, requests to exempt students from the academic requirements for promotion to the next grade shall only be made upon documentation, that shall consist only of a student portfolio, submitted from the teacher of the student to the school principal that indicates that the promotion of the student is appropriate and is based upon the record of the student. The school district will provide written notice to the parent or guardian of any student who is to be retained due to not meeting the reading proficiency required for promotion and the reasons the student is not eligible for a good-cause exemption. The notice shall contain a description of proposed interventions and intensive instructional supports that will be provided to the student to remediate the identified areas of reading deficiency.

**Mid-Year Promotion of Retained Third Graders** The School District implements the following policy for mid-year promotion of a third grade student retained due to a reading deficiency. Retained third grade students may only be promoted mid-year to fourth grade prior to November 1 of the academic year. To be eligible for mid-year promotion, the student must demonstrate that he or she:

1. is a successful and independent reader, reading at or above grade level; and

2. is ready to be promoted to fourth grade; and

3. is demonstrating a level of reading proficiency required to score above the unsatisfactory level on the third-grade statewide criterion-referenced test; and

4. is showing progress sufficient to master appropriate fourth-grade level skills, as determined by the School District.

Tools that the School District may use, in accordance with rules of the State Board of Education, in reevaluating a retained third grade student may include:

1. Subsequent assessments,
2. Alternative assessments,
3. Portfolio reviews. A mid-year promotion shall only be made upon agreement of the parent or guardian of the student and the school principal.