IKE-RB

REGULATION

PROMOTION AND RETENTION OF STUDENTS

Competency Requirements for Promotion of Students from Third Grade

The District shall identify each student who is at risk of reading below grade level in kindergarten, first (1st), second (2nd) and third (3rd) grades. The District shall provide an annual specific written notification to parents or legal guardians in the grades listed above.

The annual specific written notification will be provided within three (3) weeks after identifying the reading deficiency and will include the following information:

A. A Description of the student's specific individual needs.

B. A description of the current reading services provided to the student.

C. A description of the available supplemental instructional services and supporting programs that are designed to remediate reading deficiencies. The District shall offer more than one (1) evidence-based intervention strategy and more than one (1) remedial strategy developed by the State Board of Education for students with reading deficiencies. The notification shall list the intervention and remedial strategies offered and shall instruct the parent or guardian to choose, in consultation with the student's teacher, the most appropriate strategies that will be implemented for the student.

D. Parental/guardian strategies to assist the student to attain reading proficiency.

~~F~~E. A ~~statement~~ requirement that ~~the~~ a student ~~will~~ not be promoted from the third (3rd) grade if the student ~~obtains a score on the reading portion of the state-wide assessment that~~ does not demonstrate~~s the student does not demonstrate~~ sufficient reading skills as established by the State Board. unless the student is exempt from mandatory retention in grade three (3) or the student qualifies for an exemption. A student who is not retained and who obtains a reading score on the state assessment that does not demonstrate sufficient reading skills must receive evidence-based interventions and remedial strategies.

~~E~~F. The frequency with which the School District will provide timely updates and information to the parent on the student's progress toward reading proficiency.

G. A description of the District policies on midyear promotion to a higher grade.

At the conclusion of third (3rd) third grade, the District shall provide an annual specific written notification to parents or legal guardians of a third (3rd) grade student who obtains a score on the reading portion of a state-required assessment that does not demonstrate sufficient reading skills that they will not be promoted to fourth (4th) grade. The notification will include the same information as listed above.

Competency requirements for the promotion of a student from the third (3rd) grade shall include the following:

A. The student shall not be promoted from the third (3rd) grade if the student obtains a score on the reading portion of the state-wide assessment required test that does not demonstrate sufficient reading skills as established by the Board, unless the student is exempt from mandated retention or the student qualifies for an exemption as determined by the Governing Board.

B. The Governing Board may promote from the third (3rd) grade if a student who does not demonstrate sufficient reading skills if the student:

1. is an English learner or a limited proficient student as defined in A.R.S. 15-751 and has had fewer than two (2) years of English language instruction.

2. is in the process of a special education referral or evaluation for placement in special education or has been diagnosed as having a significant reading impairment, including dyslexia or is a child with a disability as defined in A.R.S. 15-761 if the student's individualized education program team and the student's parent or legal guardian agree that promotion is appropriate based on the student's individualized education program. "Dyslexia" as defined in A.R.S. 15-701 means a brain-based learning difference that impairs a person's ability to read and spell, that is independent of intelligence and that typically causes a person to read at levels lower than expected.

3. has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress towards sufficient reading skills of the third-grade reading standards as evidenced through a collection of reading assessments approved by the State Board of Education,

which includes an alternate standardized reading assessment approved by the State Board.

C. The student has demonstrated reading proficiency on an alternate assessment approved by the State Board of Education (SBE).

A student may not be retained if data regarding the student's performance on the state-wide assessment is not available before the end of the current academic year. A student who is not retained due to the unavailability of test data must receive evidence-based intervention and remedial strategies as in the section immediately below if the third-grade assessment data subsequently does not demonstrate sufficient reading skills.

Intervention and Remedial Strategies Developed by the State Board of Education (SBE) for Students Who Are Not Promoted from the Third Grade

The District shall offer more than one (1) of the interventions and more than one (1) remedial strategy developed by the SBE. The parent or guardian of a student not promoted from the third (3rd) grade and the student's teacher(s) and principal may choose the most appropriate intervention and remedial strategies that will be provided to that student. The intervention and remedial strategies shall include:

A. A requirement the student be assigned evidence-based reading instruction by a different teacher who was designated in either of the top two (2) performance classifications (pursuant to section 15-203) in that teacher's most recent performance evaluation.

B. Summer school reading instruction.

C. Intensive reading instruction in the next academic year that occurs before, during, or after the regular school day, or any combination of before, during or after the regular school day.

D. Small group and teacher-led evidence-based reading instruction, which may include computer-based instruction or online reading instruction.

E. A requirement that a school district governing board that promotes a student pursuant to the above provide annual reporting to the Department of Education on or before October 1 that includes information on the total number of students subject to the retention provisions of Policy IKE and this regulation, the total number of students promoted pursuant to Policy IKE and this regulation, the total number of students retained in grade three (3) and the interventions administered.

The intervention and remedial strategies shall also provide for universal screening of students in preschool programs, kindergarten programs, and grades

one (1) through three (3) that is designed to identify students who have reading deficiencies in accordance with A.R.S. 15-704.

Mid-Year Promotion for Students Not Promoted from Third Grade

A third (3rd)-grade student identified for retention in third (3rd) grade as a provision of the Move On When Reading Act may only be considered for promotion to fourth (4th) grade prior to the first day of the school year.

To be considered for promotion, the student must participate in and complete a District-sponsored, intensive summer remediation program for the reading deficiency. If the student does not participate in or complete the summer remediation program, the student will not be considered for promotion to fourth (4th) grade and shall be retained in third (3rd) grade.

After completion of the intensive remediation summer program, the student must demonstrate sufficient progress or adequate progress towards reading skills of the third (3rd) grade reading standards as evidenced by a collection of reading assessments approved by the State Board of Education. If the student meets the criteria for adequate reading progress, the student will be promoted to fourth (4th) grade.