

REGULATION

IKE-RB ©

PROMOTION AND RETENTION OF STUDENTS (Competency Requirements for Promotion of Students from Third Grade)

The District shall:

- A. provide for universal screening of pupils 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.
- B. provide an annual specific written notification to parents or guardians of students in kindergarten programs and first (1st), second (2nd) and third (3rd) grades that a student who obtains a score on the reading portion of ~~a the state-wide required~~ assessment that ~~demonstrates the student is reading far below the third (3rd) grade level or the equivalent~~ does not demonstrate sufficient reading skills as established by the Board will not be promoted from the third (3rd) grade.

If the student is determined to be substantially deficient in reading before the end of grade three (3), the District shall provide to the student's parent/guardian a specific written notification of that deficiency that includes 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/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. ~~and~~
- E. A statement that the student will not be promoted from the third grade if the student obtains a score on the reading portion of the state-wide assessment

that demonstrates the student is reading far below the third-grade level does not demonstrate sufficient reading skills, unless the student is exempt from mandatory retention in grade three or the student qualifies for an exemption.

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

Competency Requirements for Promotion of Students from Third Grade

- A. A third (3rd) grade student shall not be promoted if the student obtains a score on the reading portion of ~~a state required test~~ the state-wide assessment that ~~demonstrates the student's reading skills fall far below the third (3rd) grade level or the equivalent~~ 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 Board.
- B. The Board may promote ~~a student~~ from third (3rd) grade ~~if the student obtains a score on the reading portion of a state required test that demonstrates the student's reading skills fall far below the third (3rd) grade level for any of the following:~~ a student who does not demonstrate sufficient reading skills if the student:
1. ~~A good cause exemption if the student~~ is English language learner or a limited English proficient student as defined in A.R.S. 15-761 and has had fewer than two (2) years of English language instruction.
 2. ~~The student~~ is in the process of a special education referral or evaluation for placement in special education ~~or a student who~~ has been diagnosed as having a significant reading impairment, including dyslexia or ~~a student who~~ 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/guardian agree that promotion is appropriate based on the student's individualized education program. "Dyslexia" as defined in section 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 evidence through a collection of reading assessments approved by the State Board of Education, which includes an alternative standardized reading assessment approved by the State Board.

34. ~~A student who~~ receives intervention and remedial services during the summer or subsequent school year pursuant to those indicated below under “Intervention and Remedial Strategies Developed by the State Board of Education” and demonstrates sufficient progress ~~may be promoted from the third grade~~ based on guidelines issued pursuant to the description of the school district policies on midyear promotion to a higher grade.

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 a ~~state required test~~ state-wide assessment is not available before the ~~start~~ end of the following 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 below if the third grade assessment data subsequently does not demonstrate sufficient reading skills ~~demonstrates that the student's reading ability falls far below the third grade level or the equivalent.~~

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

For students who are not promoted from the (3rd) grade, the Governing Board shall offer more than one (1) of the intervention and remedial strategies developed by the State Board of Education (SBE). The student's parent/guardian, the student's teacher(s) and the student's principal may choose the most appropriate strategy(ies) for that student, which will include:

- A. A requirement that the student be assigned for evidence-based reading instruction by a different teacher who was designated in that teacher's most recent performance evaluation in one (1) of the top two (2) performance classifications pursuant to section 15-203. ~~to a different teacher, who was designated in that teacher's most recent performance evaluation in one (1) of the top two (2) performance classifications pursuant to section 15-203, for reading instruction;~~
- 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 and after the regular school day. ~~;~~ ~~and/or~~
- D. Small group and teacher-led evidence-based reading instruction, which may include computer-based or ~~O~~ online reading instruction.

- E. A requirement that a school district governing board or charter school 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 this policy, the total number of students promoted pursuant to this policy, the total number of students retained in grade three and the interventions administered.

The intervention and remedial strategies developed by the SBE shall also:

- A. 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.
- B. Develop interventions and remedial strategies for students in kindergarten programs and grades one (1) through three (3) who are identified as having reading deficiencies pursuant to section 15-704.