

Promotion and Retention

In general, students will be placed at the grade level to which they are best adjusted academically, socially, and emotionally. As a usual practice students will spend one year in each grade, unless the child must be retained due to Reading Sufficiency Act guideline (see *policy for Reading Sufficiency Act Third Grade Retention*), some students may benefit from staying another year in the same grade. Such retention may be considered when:

The child in grades K-3 or, on very rare occasions, when the child is in grades 4-8.

A child achieving significantly below ability and grade level.

Retention would not cause an undue social and emotional adjustment.

Retention would have a reasonable chance of benefiting the child totally.

Other than RSA guidelines, the following will be the procedure for deciding retention or promotion.

The student's parents or teacher may request that the student be retained. The request should be made in writing stating purposes and objectives of the request.

A committee consisting of the student's teacher, one administrator appointed by the principal, and the child's parents will review the student's progress and consider the request.

The approval committee will be guided by the following factors:

Chronological age

Social maturity

Emotional maturity

Physical development

Work and study habits

Attendance record

4. The approval committee will recommend retention or promotion and specify the factors relating to the decision. The recommendations will be submitted to the principal for a final decision.

5. Although the final decision should be a mutual decision of the parents and school officials, the final decision of promotion or retention shall rest with school authorities.

6. Any parent may request reconsideration of a retention decision:
First Level of Appeal: The parent may request review of the initial decision by letter to the principal. If no request is received within five (5) days of the parent's receipt of written notification of the initial decision, the initial decision will be final.

Second Level of Appeal: The parent may request review of the principal's decision by letter to the Superintendent. If no request is received within five (5) days of the parent's receipt of written notification of the principal's decision, the principal's decision will be final.

Final Level of Appeal: The parent may request review of the Superintendent's decision by letter to the Superintendent or the Clerk of the Board of Education. If no request is received within five (5) days of the parent's receipt of written notification of the Superintendent's decision, the Superintendent's decision will be final. The parent will be notified in writing of the date, time and place of the Board meeting at which the decision will be reviewed. The Board's decision will be final.

7. Only in unusual circumstances should a child be retained more than once.

Mid-Year Promotion (4th Grade) Policy – Third Grade Retention

Oklahoma's current law requires that 3rd grade students who score at the "Unsatisfactory" level on the reading portion of the 3rd grade criterion-referenced test shall not be promoted to the 4th grade, unless they meet the exemptions set forth in this policy under Section II.

- The parent of any student who is found to have a reading deficiency and is not reading at the appropriate grade level beginning with the first grade class of 2011-12 and has been provided a program of reading instruction shall be notified in writing of the following:
 - A. That the student has been identified as having substantial deficiency in reading;
 - B. A description of the current services that are provided to the student;
 - C. A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency;
 - D. That the student will not be promoted to the 4th grade if the reading deficiency is not remediated by the end of the 3rd grade, unless the student is exempt for good cause as set forth in Section II of this policy;
 - E. Strategies for parents to use in helping their child succeed in reading proficiency;
 - F. While the results of the criterion-referenced test are the initial determinant, it is not the sole determiner of promotion and that portfolio reviews and assessments are available;
 - G. The specific criteria and policies for the school district for mid-year promotion.
- For those students who do not meet the academic requirements for promotion at the end of the 3rd grade school year, Maryetta School may promote the student for good cause only according to one or more of the six good cause exemptions:

1. ELL Students

ELL students are identified English Language Learners (ELL) on a screening tool approved by OSDE of Bilingual/Migrant Education and have a Language Instructional Educational Plan in place prior to administration of the OCCT and have less than two years of instruction in and ELL program. In addition to the good-cause exemptions, requests to exempt students from the academic requirements for promotion to the next grade shall only be made upon documentation 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.

2. OAAP Students

(IEP Students assessed with OAAP) Students with disabilities on an Individualized Education Plan (IEP) who are assessed with Oklahoma Alternate Assessment Program (OAAP).

3. Alternative Assessments

Students who demonstrate an acceptable level of performance (minimum of 45th percentile) on a state-approved alternative reading test.

4. Portfolio

Students who demonstrate through a teacher-developed portfolio that they can read on grade level. The student portfolio shall include evidence of the student's mastery of the Oklahoma State Standards in reading equal to grade-level performance on the reading portion of the OCCT.

5. IEP Student who has been retained once

Students with disabilities who take the OCCT and whose IEP states that they have received intensive remediation in reading for more than two years but still show a deficiency in reading and were previously retained in kindergarten, 1st grade, 2nd grade, or 3rd grade (or in a transitional grade).

6. Regular education student who has been retained twice

Students who have received intensive remediation in reading for two or more years but still have a deficiency in reading and have already been retained in kindergarten, 1st grade, 2nd grade, or 3rd grade (or in a transitional grade) for a total of two years.

RSA Remediation

- Beginning with the 2011-2012 school year, Maryetta School shall:
 1. Conduct a review of the program of reading instruction for all students who score at the unsatisfactory level on the reading portion of the criterion-referenced test and did not meet the criteria for one of the good-cause exemptions. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each retained student.
 2. Provide to students who have been retained with intensive interventions in reading, intensive instruction services and supports to remediate the identified areas of reading deficiency, including a minimum of ninety minutes of daily, uninterrupted, scientific research-based reading instruction. Retained students shall be provided other strategies prescribed by the school district, which may include, but are not limited to:
 - a. Small group instruction
 - b. Reduced teacher-student ratios
 - c. More frequent progress monitoring
 - d. Tutoring or mentoring
 - e. Transition classes containing third and fourth grade students
 - f. Extended school day, week, or year, and
 - g. Summer Reading Academy

3. Provide written notification to the parent or guardian of any student who is to be retained that the student has not met the proficiency level required for promotion and the reasons the student is not eligible for a good-cause exemption. The notification shall include a description of proposed interventions and intensive instructional supports that will be provided to the student to remediate the identified areas of reading deficiency
4. Provide parents of retained students the district's policy on mid-year promotion.
5. Provide students who are retained with a high performing teacher who can address the needs of the student, based on student performance data and above satisfactory performance appraisals.
6. Provide students who are retained with at least one of the following instructional options:
 - a. Supplemental tutoring in scientific-research-based reading services in addition to the regular reading block, including tutoring before or after school.
 - b. A parent-guided "Read at Home" assistance plan, as developed by the SDE, the purpose of which is to encourage regular parent-guided home reading.
 - c. A mentor or tutor with specialized reading training.

Remediation

Reading sufficiency testing will be conducted in Maryetta School to ensure that each student has attained the necessary reading skills upon completion of the 3rd grade. Every student enrolled in kindergarten, 1st grade, 2nd grade, and 3rd grade shall be assessed for the acquisition of reading skills for the grade level in which enrolled.

The plan shall include a program of instruction, Academic Progress Plan (APP) in reading designed to enable the student to acquire the appropriate grade level of reading skills. The plan shall also include, but not be limited to:

1. Additional in-school instructional time sufficient for the development of reading and comprehension skills of the student;
2. Tutorial instruction as needed after regular school hours, on Saturdays, and during the summer; however, such instruction may not be counted toward the 180 day school year required by law;
3. The five essential elements of reading instruction: phonemic awareness, phonics, spelling, reading fluency, and comprehension.

The program will be continued until the student is determined not to be in need of remediation. The district reading sufficiency plan shall be adopted and annually updated, with input from school administrators, teachers, students, and parents, and if possible, a reading specialist. This plan shall include a plan for each site, which includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized. A committee will be established at each school site to determine the reading assessment plan for

each student for whom a plan is necessary. The committee shall be composed of educators and, if possible, shall include a certified reading specialist. A student's parent or guardian shall be included in the development of a plan for that student.

A new reading assessment plan shall be developed and implemented for any 3rd grade student in need of **remediation** as determined by multiple ongoing assessments and reading assessments administered in the Oklahoma School Testing Program. If possible, a 4th grade teacher shall be involved in the development of the reading assessment plan. The new plan shall include specialized tutoring and may include a recommendation as to whether the student should be retained in the 3rd grade at the close of the year. The student's parent or guardian shall be included in the retention consideration.

Policy on Mid-Year Promotion

Retained students may only be promoted mid-year prior to November 1 and only upon demonstrating a level of proficiency required to score above the unsatisfactory level sufficient to master appropriate 4th grade level skills, as determined by the school. A mid-year promotion shall be made only upon agreement of the parent or guardian of the student and the school principal.