

Oklahoma School for the Blind Reading Sufficiency Act (RSA) Policy

Promotion, Retention, and Failing Grades Pass/Failure

Purpose: To provide information concerning promotion and retention as it pertains to the Reading Sufficiency Act (70 O.S. SS 1210.508B(B)).

Definitions:

Promote or promotion – As used in this policy means to place a student successfully completing the requirements of a particular grade level into the next higher grade level following the end of the school year and to record on the student’s permanent cumulative record that the current grade level has been successfully completed.

Retain or retention – As used in this policy, means a decision to decline to advance a student into the next higher grade level following the end of the school year and to indicate on the student’s permanent cumulative record that the current grade level has not been successfully completed.

Promotion of students to Fourth Grade:

Third grade students subject to the requirements of the RSA may qualify for automatic promotion to the fourth grade in the following ways:

- 1. Demonstration of Third Grade Level Proficiency on Literacy First Battery of Assessments as indicated below: (Any 1st, 2nd, or 3rd grade student)**
All Prerequisite phonological, high frequency word assessments, comprehension, and phonics.
Intermediate Comprehension Mastery of Basic Signal Words, Questioning, Fiction: Predicting, and Story Elements
- 2. Qualification Through the Use of a Student Portfolio**
- 3. Scoring Limited Knowledge or better on the Reading portion of the OCCT**
Reading portion is defined as reading comprehension and vocabulary
- 4. Application of Good Cause Exemptions**

If the student does not meet the requirements of one of these options, he or she is not eligible for automatic promotion to the fourth grade. At this point, the student will either receive probationary promotion or be retained in the third grade. OSB will complete process before consideration of probationary promotion.

Parental Notification:

***Required for any student not reading at the appropriate grade level:**

- 1. Student has a substantial reading deficiency**
- 2. Description of current services**
- 3. Description of proposed supplemental instruction/supports**
- 4. Lexile score from STAR Assessments for print readers**
- 5. Strategies for parents-success in reading**
- 6. OCCT is only the initial determinant**
- 7. District mid-year policy**

Students Scoring Limited Knowledge on the OCCT:

OSB Elementary will provide written notice to parent or legal guardian of students scoring below basic on the OCCT of the following:

1. The student is not yet reading at grade level
2. Provide the option for retention
3. Contain the most recently identifiable grade level on which the student is actually proficient (i.e. the student's current performance level)
4. The right of the child to receive intensive remediation

Probationary Promotion:

Third grade students subject to the requirements of the RSA may qualify for probationary promotion to the fourth grade if the following requirements are met:

1. A student who does not qualify for automatic promotion to the fourth grade *will be evaluated for probationary promotion* by a Student Reading Proficiency Team
2. The Student Reading Proficiency Team will be comprised of: Parent or Legal Guardian, Teacher assigned to the student who was responsible for reading instruction, Reading Teacher of the subsequent grade level, and Literacy Coach. If applicable and available: RtI reading teacher and SpEd teacher will be included on the SRPT.
3. Each member of the SRPT unanimously recommends the student for probationary promotion
4. If a unanimous recommendation is reached, it shall be submitted to the building principal of the school district for approval.
5. If the principal approves the recommendation, he/she will make a recommendation for probationary promotion to the superintendent.
6. Both the building principal and the superintendent must approve recommendation.
7. The SRPT shall continue to review the performance of the student and repeat the requirements every school year until the students demonstrates grade level proficiency.

Probationary promotion is probationary and contingent upon the SRPT continued monitoring to determine whether the student is demonstrating grade-level proficiency. At any point the SRPT may determine that retention is the best option for the student.

The district will document SRPT meetings to show appropriated evaluation/consideration of student performance and to document the continued unanimous recommendation of the members of the team.

An APP shall be in place for any student who receives probationary promotion.

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 third grade in the 2013-2014 school year, a student identified as having a reading deficiency, based on administered assessments, that is not remediated by the end of third grade, as demonstrated by scoring at the below basic 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. Good-cause exemptions shall be limited to the following:

1. Limited English-proficient student who have had less than two (2) years of instruction in an English language learner program;
2. Students with disabilities who are assessed with alternate achievement standards OAAP. The student must have an IEP in place prior to the administration of the third grade criterion referenced test; and the student's IEP must direct that the student is to be assessed through the OAAP.
3. Students who demonstrate an acceptable level of performance on alternative standardized reading assessment approved by the State Board of Education. Alternative assessments may only be administered FOLLOWING the administration of the reading portion of the Third Grade Criterion-Referenced Test. The Spring Test form of the Assessment shall be administered. The alternative assessment may be administered at any time prior to the start of the next academic school year, **IF there at least 20 calendar days between administrations and different assessment forms are administered.**
4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of every 3rd grade state reading standard beyond the retention level. OSB will keep a student portfolio on at-risk K-3 students.
5. 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 pre-kindergarten, kindergarten, first, second, or third grade; or

6. Students who have received intensive remediation in reading for two (2) or more
7. years but still demonstrate a deficiency in reading and who were previously retained in pre-kindergarten, 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 District shall assist school and teachers to implement research based reading strategies for the promoted student shown to be successful in improving reading among low performing readers.
8. Students facing exceptional emergency circumstances which prevent the student from being assessed during the testing window. * These must be approved through the Office of Accountability at the OSDE.

Requests to exempt students from the mandatory retention requirements based on one of the good-cause exemptions shall be made using the following process: documentation submitted from the teacher of the student to the school principal that indicates the student meets one of the six good-cause exemptions and promotion of the student is appropriate. The documentation shall consist only of the alternative assessment results or student portfolio work and the IEP. The principal shall review and discuss the documentation with the teacher. If the principal determines that the student meets one of the good-cause exemptions and should be promoted, based on the documentation provided, the principal shall make a recommendation to the school district superintendent. After review of the documentation, the school district superintendent shall accept or reject the recommendation of the principal in writing.

The 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 intervention and intensive instructional supports that will be provided to the student to remediate the identified areas of reading deficiency.

Grade Promotion After Participation in Summer Reading Program:

If, by the end of the second quarter of the school year, a teacher determines that a third grade student is not reading at grade level, the parent or guardian shall be notified of the student's current reading level, the proposed program of reading instruction for the student, and the potential need for the student to participate in a summer academy or other program designed to assist the student in attaining grade-level reading skills.

A teacher who determines that a third grade student is unable to meet the reading competencies required for completion of third grade shall, after consultation with the parent or guardian of the student, recommend that the promotion of the student to the fourth grade be contingent upon the participation in and successful completion of the required reading competencies at a summer reading program. If the student does not participate in the summer reading program or does not successfully complete the reading competencies in the summer reading program, the student shall be retained in the third grade.

Mid-Year Promotion of Retained Third Graders:

The 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 reading on 3rd grade level on an approved screening instrument; and
2. Is a successful and independent reader, reading at or above grade level; and
3. Is ready to be promoted to fourth grade; and
4. Is demonstrating a level of reading proficiency required to score above the below basic on the third-grade statewide criterion-referenced test; and
5. Is showing progress sufficient to master appropriate fourth-grade level skills, determined by the District.

Tools that the District may use, in accordance with the rules of the State Board of Education, in reevaluation 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.

Required District Responsibilities:

Conduct a Review

The Reading Sufficiency Team shall conduct a review of the reading program instruction of all retained students who fail to meet good- cause exemptions. The review shall address additional supports and services needed to remediate identified areas of reading deficiency. The team shall consist of grade-level teacher, principal, special education teacher, elementary school counselor, and a minimum of one previous teacher (if applicable).

Provide to retained students:

1. Intensive interventions in reading
2. Intensive instructional services and supports to remediate the identified areas of reading deficiency
3. A minimum of 90 minutes daily of uninterrupted scientific-research-based reading instruction.

Written Notification to Parents of Retained Students:

Provide written notification to the parent or guardian of any student who is to be retained:

1. Students has not met proficiency level required for promotion
2. Reasons student is not eligible for a good-cause exemption
3. A description of proposed interventions
4. A description of intensive instruction and supports that will be provided to the student to remediate the identified areas of reading deficiency.