

Student Academic AchievementPromotion and Retention**Reading Level and Retention**

As required by Senate Bill 319, students not reading at grade level or above at the end of the third grade year shall be given a reading assessment or set of assessments within forty-five (45) days of the end of the third grade year; the method(s) of assessment shall be determined by the District. The following students are exempt from the reading assessments:

1. Students who have an Individualized Education Program (IEP) pursuant to Section 162.670 to 162.999 RSMo.
2. Students who are receiving special education services pursuant to Section 504 of the Rehabilitation Act of 1973 whose services plan includes an element addressing reading.
3. Students determined to have limited English proficiency. The score on any assessment test of any student for whom English is a second language shall not be counted until such time as such student has been educated for three full school years in a school in this state, or in any other state, in which English is the primary language.
4. Students who have been determined, prior to the beginning of any school year, to have a cognitive ability insufficient to meet the reading requirement set out in this regulation. The District shall provide reading improvement plans for students determined to have such insufficient cognitive ability.

Beginning with the 2001-02 school year, the assessment required by this regulation shall also be required for each student who enters the District in grades four, five or six unless such student has been determined in the current school year to be reading at grade level or above.

Beginning with the school year 2002-03, for each student whose third-grade reading assessment determines that such student is reading below second-grade level, the District shall design a reading improvement plan for the student's fourth-grade year. Such reading improvement plan shall include, at a minimum, thirty hours per year of additional reading instruction or practice outside the regular school day during the fourth-grade year. The District shall determine the method of reading instruction necessary to enforce this requirement. The District may also require the student to attend summer school for reading instruction as a condition of promotion to fourth grade.

Each student for whom a reading improvement plan has been designed as described above shall be given another reading assessment, to be administered within forty-five days of the end of such student's fourth-grade year. If such student is determined to be reading below third-grade level, the student shall be required to attend summer school to receive reading instruction. Retention in the fourth grade is required if the student fails to attend summer school. At the end of such summer school instruction, such student shall be given another reading assessment. If such student is determined to be reading below third-grade level, the District shall notify the student's parents or guardians, and the student shall not be promoted to fifth grade. No student shall be denied promotion more than once solely for inability to meet the reading standards set out in this regulation.

The process described in the two preceding paragraphs shall be repeated as necessary through the end of the sixth grade, with the target grade level rising accordingly. Mandatory retention in grade shall not apply to grades subsequent to fourth grade.

The mandatory process of additional reading instruction shall cease at the end of the sixth grade. The permanent record of students who are determined to be reading below the fifth-grade level at the end of sixth grade shall carry a notation advising that such student has not met minimal reading standards. The notation shall stay on the student's record until such time as the District determines that a student has met minimal reading standards.

The District shall inform the parents/guardians of the methods and materials used to teach reading in kindergarten through fourth grade in terms understandable to a layperson; shall inform the parents/guardians of those students for whom a reading improvement plan is required; and upon request shall inform parents, patrons or the media of the number and percentage of students receiving reading remediation.

Students who receive reading instruction outside of the normal school hours shall be counted for average daily attendance for state school aid.

## **Grades K - 6**

### **Promotion:**

Students will be promoted to the next grade level if they are meeting grade level expectations as identified by local and State Department of Education core subject objectives.

### **Retention:**

In recommending retention, the factors considered will include academic achievement in all subject areas, especially attainment of grade level objectives, as determined by tests, teacher assignment, and work samples. In addition, when appropriate, the following factors will also be considered regarding the ultimate welfare of the student: chronological age, study habits, attendance, and social and/or emotional maturity.

A list of those students who are not meeting grade level objectives in reading, language arts mathematics, science or social studies will be submitted to the building principal to coincide with the end of the second quarter, third quarter and fourth quarter. With respect to any student who is reported as not meeting grade level objectives:

- A. The teacher, principal and counselor will meet to review the student's academic record, current test scores and work samples.
- B. Parents will be notified as soon after the review as possible that retention is being considered. A meeting with the parents will be scheduled. Parents will be informed that the student is not meeting grade level objectives and will be retained in the same grade unless there is strong and positive improvement in the student's work.
- C. A follow-up conference for the parents will be scheduled with the principal or the principal's designee to review the student's progress. The decision regarding the student's retention will be shared in this conference. A record of the date, time, place, participants and decision will be kept on file.
- D. The student will receive an academic program including remediation.

The decision for retention will be made by the principal and the classroom teacher and written notification of retention will be sent to the parent(s).

- A. The school counselor will hold conferences with retained students to assist with adjustments.
- B. Provisions for close communication between parent(s) and the school will be ongoing.

## **Grades 7- 8**

### **Promotion:**

Seventh and eighth grade students must pass with a grade of "D" or higher at least three of their four core courses. Core courses include communication arts, science, math and social studies.

If any of these courses are failed during the school year, a student must attend summer school and make a passing grade of "D" or higher in the assigned/recommended summer school course(s). Social studies may be exempted from this requirement in years when it is not offered in summer school. Eighth grade students will not be allowed to participate in eighth grade promotion exercises, if they are making up a course in summer school. Only three courses can be made up in summer school.

**Retention:**

Students who do not meet promotion requirements will be retained in the grade level for which promotion requirements were not met. Guidelines listed for "Retention, Grades K - 6" will be followed, as appropriate.

**Grades 9 - 12**

Promotion to the next grade in high school are as follows:

<u>To be placed in grade</u>	<u>The student must:</u>
9	meet requirements for promotion from the eighth grade.
10	have earned 6 units of credit.
11	have earned 12.5 units of credit.
12	have earned 18 units of credit.

03/27/08

Revised: June 5, 2008  
Revised: August 10, 2006  
Revised: August 7, 2003  
Revised: April 18, 2002  
Approved: February 4, 1999  
University City School Board