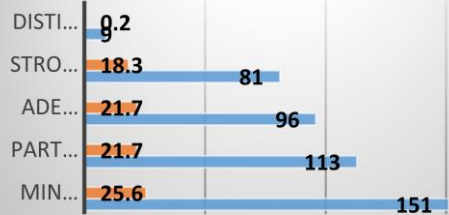


### Literacy-Based Promotion Act Annual Report of Performance and Student Retention

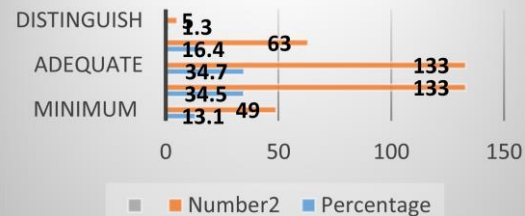
The **Literacy Based Promotion Act (LBPA)** was enacted to improve the reading skills of Kindergarten and First through Third Grade students enrolled in the public schools so that every student completing the 3<sup>rd</sup> grade is able to read at or above grade level. This report displays the components required under the guidelines of the LBPA, **which include the number and percentage of students:** scoring at each performance level on the state assessment in reading and math, taking the alternative assessment, being retained at each grade level (Kindergarten through 8<sup>th</sup> grade, passing for good-cause exemption: and any revised district policies for promotion and retention:

**NOTE:** Any student counts  $\leq 10$  percentage  $\geq 95\%$ ) represent suppressed data to prevent the identification of individuals in small cells or with unique characteristics.

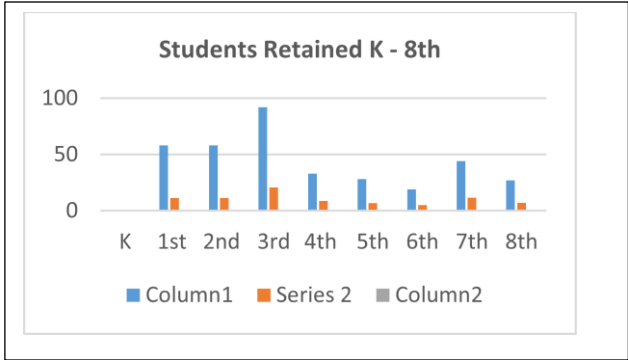
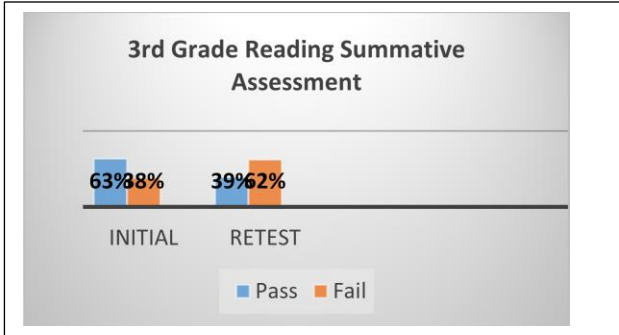
State Assessment - 3rd Grade Reading



State Assessment - 3rd Grade Math

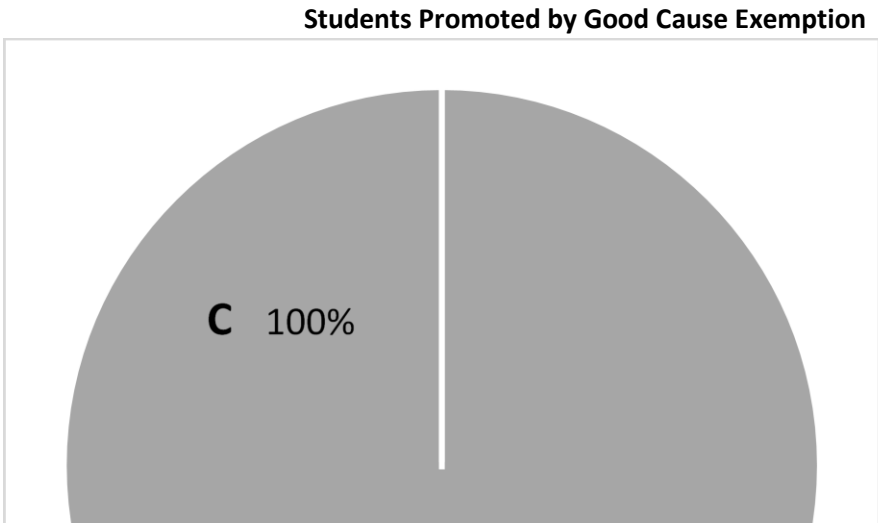


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## Local School Board Promotion/Retention Policy

**Policy Code:** ICHI Literacy Based Promotion

### Policy:

#### LITERACY BASED PROMOTION

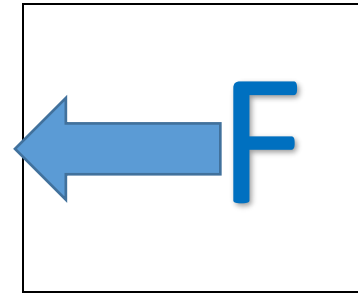
In compliance with the "Literacy Based Promotion Act," it is the intent of this school district to improve the reading skills of Kindergarten - Third Grade students so that every student completing the Third Grade is able to read at or above grade level. Each Kindergarten through Third Grade student's progression is determined, in part, upon the

- student's proficiency in reading;
- the policies of local school boards facilitate this proficiency, and
- each student and the student's parent or legal guardian is informed of the student's academic progress.

### Policy Revision Date:

Original Adopted  
Date: 10/29/2013

Approved/ Revised  
Date: 10/30/2013



#### Intensive Reading Instruction and Intervention

Each student who exhibits a substantial deficiency in reading at any time, as demonstrated through performance on a reading screener approved or developed by the State Department of Education or through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3 or through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, shall be given intensive reading instruction and intervention immediately following the identification of the reading deficiency.

The universal reading screener or locally determined reading assessment may be given in the first thirty (30) days of the school year and repeated if indicated at midyear and at the end of the school year to determine student progression in reading in Kindergarten through Third Grade. If it is determined that the student continues to have a reading deficiency, the student shall be provided with continued intensive reading instruction and intervention by the school district until the reading deficiency is remedied. A student exhibiting continued reading deficiency with continued intensive interventions should be considered for exceptional criteria evaluation.

A Kindergarten or First, Second or Third Grade student identified with a deficiency in reading shall be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive intervention shall include effective instructional strategies, and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade. A Kindergarten, First, Second or Third Grade student identified with a reading deficiency or not promoted may be placed in a transition class.

