

Braxton County Board of Education
Retention, Promotion, Acceleration, Placement

General.

Legal Authority: W.Va. Code § 18-2E-10; 18-2E-13; 18-5-18a; 18-9A-5; 18A-5-9; WVBE 2512; WVBE 2510; WVBE 2510

Effective Date: December 3, 2024

Last Revised: Replace and Repeal BCS Policies 2402 (9/16/15); 2400(6/25/08); 2200 (2/21/03)

Rationale.

The Third Grade Success Act outlines specific criteria and steps for school systems and parents in relationship to retention and promotion of students. Braxton County Schools will adjust and update multiple policies to align with the criteria of the Third Grade Success Act and define other indicators as identified by local stakeholders on the County Science of Reading and Numeracy Team.

Purpose.

This policy is to define the guidelines for retention, promotion, acceleration, and placement in Braxton County Schools, while establishing the standards to support students reaching grade-level proficiency in reading and mathematics by the end of grade three. This defines the process for using a multi-tiered system of support for early literacy and mathematics in kindergarten through grade three. This approach shall be coordinated by the school student assistance team (SAT) at each school focusing on the early learning years. Schools are to engage families in fulfilling their roles and responsibilities to serve as full partners in the success of their children.

Definitions.

- 3.1. School personnel. Personnel employed by the Braxton County Board of Education on a regular full-time basis, an hourly basis or otherwise.
- 3.2. Student. Any school-aged juvenile that attends Braxton County Schools and is enrolled on a regular full-time basis, part-time basis or enrolled in a virtual education class through Braxton County Schools.
- 3.3. School Day. The period from when a student enters school property until the time the

student exits Braxton County Schools' property.

3.4. Early Learning Reporting System (ELRS). A data reporting system based on the formative assessment process which allows pre-k through second grade educators the opportunity to gauge the extent to which students develop proficiency across standards. This system is required for pre-k and kindergarten and optional for first and second grades.

3.5. School Readiness. The process of assuring children have access to the best available resources prior to entering first grade. Available resources support children and their families and focus on maximizing children's holistic development from birth. Acknowledging that each child's development is significantly impacted by previous experiences. School readiness also entails the capacity of schools and programs to welcome families and be prepared to serve all children effectively within the developmental domains of health and physical development, social and emotional development, language and communication, cognition and general knowledge, and individual approaches to learning.

3.6. Science of Reading. Evidence-based reading instruction practices that address the acquisition of language, phonological and phonemic awareness, phonics and spelling, fluency, vocabulary, oral language, comprehension, and writing that can be differentiated to meet the needs of individual students.

3.7. Student Assistance Team (SAT). A school-based team consisting of at least three persons, including a school administrator or designee to serve as the chairperson, a current teacher(s), and other appropriate staff, who have specialized training in multi-tiered systems of support (MTSS), alternate educational placements, procedures for multidisciplinary evaluations, disciplinary procedures, and other school processes. This team meets regularly to conduct the problem-solving process for individual students whose academic, mental health, or behavioral struggles are impeding their success in the school environment.

General Responsibilities of Third Grade Success Act.

4.1. The Braxton County Board of Education (BCS) has the responsibility of effectuating rules to enforce the provisions of W. Va. Code §18-2E-10 that includes at least the following:

4.1.a. developing a countywide comprehensive, systemic approach to close reading and mathematics achievement gaps in all grades with a targeted focus on achievement gaps by grade three, targeting school readiness, the attendance gap, science of reading, mathematics instruction, summer learning loss, the use of screeners and/or benchmark assessments in English language arts and mathematics with a targeted focus for students in grades kindergarten through third grade, and a multi- tiered system of support for all students in order to address the Third Grade Success Act;

4.1.b. effective for the school year beginning July 1, 2026, and thereafter, a student who generally demonstrates a minimal understanding and ability to apply grade level English language arts or mathematics knowledge, skills, and abilities, or both, as indicated on the West Virginia General Summative Assessment relative to the West Virginia College- and Career-Readiness Standards at the end of grade three, shall upon the recommendation of the teacher and the SAT Team be retained in grade three for the ensuing school year subject to the following exceptions:

4.1.b.1. a student with disabilities whose IEP indicates participation in the statewide alternate summative assessment.

4.1.b.2. a student identified as an English language learner who has had less than three years instruction in English as a second language.

4.1.b.3. a student with disabilities who participates in the statewide summative assessment, has an IEP or Section 504 plan (Public Law 110-325, Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act) that reflects that the student has received intensive intervention for more than two years and still demonstrates a deficiency or who was previously retained in kindergarten through grade three.

4.1.b.4. a student who is in the process of a special education referral or evaluation for placement in special education, has been diagnosed as having a significant impairment, including dyslexia or dyscalculia, or is a child with a disability if the student's individualized education program team and the student's parent or guardian agree that promotion is appropriate based on the student's IEP.

4.1.b.5. a student who has received intensive intervention for two or more years, still demonstrates a deficiency, and who was previously retained in any of the grades kindergarten through grade three for a total of two years: provided, that the student shall continue to receive intensive intervention in grade four.

4.1.b.6. a student who demonstrates an acceptable level of performance on an alternative standardized assessment approved by the WVBE.

4.1.b.7. a student who attends an extended year learning program following grade three and has attained proficiency; and a student whose parent or guardian has requested a good cause exemption within the time period established by the county board and the superintendent, or his or her designee, determines that the good cause exemption is in the best interests of the child: provided, that a good cause exemption may not prohibit

the grade level retention of a student by a classroom teacher based upon the student's lack of mastery of the subject matter and preparation for the subject matter at the next grade level.

Retention.

5.1. A student may be retained at his/her current grade level when s/he has:

5.1.a. in the opinion of the professional staff, failed to demonstrate proficiency in the core subjects of Reading, English Language Arts, Mathematics, Social Studies, or Science.

5.1.b. in the opinion of the professional staff, failed to achieve the instructional objectives set forth at the current grade level that are requisite for success at the succeeding grade level.

5.1.c. scored at the below **basic level** on any State-mandated proficiency test.

Retention Process.

5.2. Braxton County Schools will give one of the state approved screeners and/or benchmark assessments within the first 30 school days of the school year and repeat at mid-year and at the end of the school year to determine student progress in reading and mathematics in kindergarten through grade eighth grade (reference HB3035 K-3 requirement).

5.2.a. The parent and/or guardian of any student in kindergarten through grade three who exhibits a deficiency in reading or mathematics will be notified in writing no later than 15 school days after the identification of the deficiency. The written notification will include the following (See appendices A for letter sample):

5.2.a.1. if the student deficiency is in reading and/or mathematics.

5.2.a.2. a description of the proposed research-based reading and/or mathematics interventions and/or supplemental instructional services and supports that will be provided to the student to address the identified area(s) of deficiency.

5.2.a.3. a copy of the student's scores or a written explanation of the student's scores will be included in the letter.

5.2.a.4. a SAT meeting will be scheduled with the parent to begin the process of developing an individualized improvement plan. Any student in kindergarten or grades one through three who exhibits a deficiency in reading and/or mathematics at any time, based upon the screeners and/or benchmark assessments, and/or the comprehensive statewide student assessment, and any

fourth-grade student promoted for good cause shall receive an individual improvement plan no later than 30 school days after the identification of the reading and/or mathematics deficiency (See appendices B & C for SAT process forms).

5.2.a.5. the improvement plan shall be created by the teacher, principal, other pertinent school personnel, and the parent(s) or guardians, and shall describe the research-based reading and mathematics intervention services the student will receive to remedy the reading and/or mathematics deficit. This plan and progress shall be reviewed twice by the school SAT Team before a student is recommended for retention in grades kindergarten through three.

5.2.a.6. this section of policy may not be construed to prohibit a classroom teacher from recommending the grade level retention of a student in any of the K-3 grades based upon the student's lack of mastery of the subject matter and preparation for the subject matter at the next grade level. Early learning reporting system, benchmark and/or screener data will be used to inform the recommendation from the classroom teacher (W.Va. Code § 18-2E-10).

Promotion.

6.1. A student will be promoted when he/she has:

6.1.a. completed the course and State-mandated requirements at the presently assigned grade.

6.1.b. in the opinion of the professional staff, achieved the instructional objectives set for the present grade.

6.1.c. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade.

6.1.d. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Acceleration.

7.1. A student may be accelerated when he/she demonstrated achievement, as well as measured ability, significantly exceeds that of his/her grade level peers. Consideration may be given to promoting him/her to a grade other than the next succeeding one or permitting him/her to enroll in a course other than the next one in the academic sequence. A student shall be accelerated in this manner when he/she has:

7.1.a. consistently scoring significantly above grade level on multiple benchmark assessments or state standardized assessments for the grade they are presently enrolled as well as for the grade that will be skipped and the previous grade level. The students must be able to demonstrate mastery of the content, skills, and concepts of all the courses and content of the grade that will be skipped.

7.1.b. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the grade/course to which he/she shall be promoted or enrolled.

7.1.c. demonstrate the ability to be a quick learner, think critically and comprehend new concepts quickly.

7.1.d. demonstrate the characteristics a self-motivated and independent learner.

Placement.

8.1. Braxton County Schools will:

8.1.a. take into consideration age, standardized test scores, review of portfolio, contact with previous educational institution, and performance on the district designed placement test when placing a nonpublic school student.

8.1.b. require all students entering Braxton County Schools from a nonpublic school setting to take a placement test to determine grade level placement. Each student will need to demonstrate proficiency on the previous grade level standards and the beginning grade level standards for the grade level that they are enrolling,

Appendences A

Dear School Family,

We are off to an AMAZING school year in Braxton County. We are excited that you have chosen to send your student to our school. _____ grade is an essential year in your child's kindergarten through twelfth grade educational experience.

This letter is to inform families about their student's academic progress on the beginning of the year assessments for reading and math. The assessment used for Braxton County is i-Ready. The i-Ready assessment meets the universal screener criteria for HB3035 passed on March 11, 2023, by the West Virginia Legislature and is on the approved list by the West Virginia Department of Education. This assessment is given to all students K-5 within the first 30 days of school, repeated at the mid-year and at the end of the school year to determine student progress in reading and math. These assessments results are used to inform parents of their child's reading and math progress. The school will provide parent resources and tips to improve student progress at home and provide students targeted instructional interventions during the school day to address the reading and math deficiencies identified on the assessments.

The cut scores are included in this letter and a report will be attached, if your student has been identified as performing below grade level or has an identified deficiency. It will be marked below with an X. A $\sqrt{\quad}$ mark will be in the space if the student met the cut score.

Student Name		Teacher Name	
Math		Reading	
	Numbers and Operations		Phonological Awareness
	Measurement and Data		Phonics
	Algebra & Algebraic Thinking		High Frequency Words
	Geometry		Vocabulary
			Comprehension
	Your Child's Overall Math Score		Your Child's Overall Reading Score

Please note that a provision of HB3035 for students that are not demonstrating grade level reading and math skills by the end of third grade is consideration for retention; however, students may be considered for retention earlier if they are not demonstrating grade level

skills. There are always exceptions to these types of decisions that will be taken into consideration and discussed through the Student Assistance Team (SAT) process. We are striving to ensure that students are performing on grade level in Braxton County Schools. It is still early in the school year and there is time for your student to improve their proficiency levels if they are not meeting those levels.

One of the supports used in Braxton County Schools is the Orton-Gillingham approach for teaching literacy. This approach to reading enables teachers to teach reading skills systematically and sequentially to students. In this approach materials are designed to include only what has been taught so students can successfully apply known skills to reading and spelling. The Orton-Gillingham Approach is a multi-sensory approach to teaching reading that involves visual, auditory, tactile, and kinesthetic practices. This approach to learning engages students in a variety of ways to ensure that students that have previously struggled, have an enhanced learning experience.

Math supports will include small group instruction with *Do the Math* intervention kits by Marilyn Burns. These kits provide resources for teachers to deliver small group 30-minute lessons where students move from basic conceptual understanding to skills development in addition, subtraction, and multiplication. Students are also provided differentiated instruction in read and math through customized i-Ready lessons in addition to the other approaches and interventions that are outlined.

If your student has areas identified as a deficiency, please contact the school to schedule a Student Assistance Team (SAT) meeting or you can attend one of the future parent trainings on parent engagement, standards-based instruction on helping students learn at home.

As an immediate intervention for reading and math deficiency, the first step to improving is for the student to attend school each day well rested and ready to learn.

Cut Scores for Assessments Through the 2024-2025 School Year

i-Ready Diagnostic for Mathematics			
Grade Level	Beginning of the Year	Middle of Year	End of Year
Kindergarten	318	334	350
First Grade	347	365	383
Second	387	402	416
Third	413	427	440

i-Ready Diagnostic for Reading			
Grade Level	Beginning of the Year	Middle of Year	End of Year

Kindergarten	295	320	344
First Grade	347	374	401
Second	419	441	463
Third	474	491	507

Sincerely,

Appendences

B

**Braxton County Schools
Intervention Data Log**

Student Name: _____ *School:* _____

WVEIS: _____ *Birthdate:* _____ *Grade:* _____

Goal 1						
Goal 2						
<i>Intervention Strategy</i>	<i>Targeted or Intensive</i>	<i>Date</i>	<i>Time interval</i>	<i>Delivery method</i>	<i>Provided by(name)</i>	<i>Progress Notes/Date</i>

