A.3.1 Mastery and Promotion

At Incito, the students promotion and/or retention is based on teacher evaluation of each student's achievement in terms of established school and state performance standards, formal and informal assessments, mastery of state standards, attendance record, as well as other objective data. The responsibility for determining grade placement for the next school year is the teacher, parent and school leader. The final authority for promotion or retention rests with the teacher. Promotion and retention decisions are critically important and deserve careful deliberation and great attention. Parents will be notified and kept abreast of progress and/or regression. Students who are on an individualized education plan (IEP) will have decisions made regarding promotion, retention and grade placement by the IEP Team. With all of our students, retention and promotion decision will be based on multiple criteria (student portfolio, test scores, quarterly report cards, progress reports, attendance record, DRA/DIBELS and AIMS and Stanford Ten results) with a strong emphasis placed on Common Core Student Standards per grade level. The criteria for all grade level promotions will be when students are demonstrating a proficiency level of 70% or above pass rate in class assignments in all core subjects and C&C courses and their attendance rate is at least 88% or above.

Mastery and Promotion:

Mastery of a content area is defined as a student who performs at 80% or above in their core subject areas and 80% or above in C&C courses. Each year students are expected to show academic and grade level progress as outlined in the Performance Management Plan. Students that have not shown progress but are able to maintain 80% mastery or above in core subject areas to include reading, writing/English language arts, math, social studies and science will be promoted to the next grade without conditions. Conditions will be established to address students who do not meet mastery. These conditions consist of special projects, summer school, extra tutoring and other identified supplemental services that prepare the student for the next school year.

Students' demonstrating proficiency which is defined as performing at a 70% pass rate in core subject areas and maintaining an 88% or above attendance rate and passing AIMS will be promoted to the next grade. New benchmarks will be established at the beginning of each subsequent school year to ensure progress is being monitored. Students who do not meet the minimum standards by grade level and by subject area, will qualify for supplemental services whenever possible to include before and after school tutoring, Saturday school and other identified academic support. They will also qualify for free summer school classes to receive accelerated instruction designed to help the students achieve grade level proficiency. If upon completing summer school, the student does not meet the proficiency level, a parent meeting will be held and an agreement obtained to retain the student. No student unless receiving Special Education services or otherwise exempt will be promoted who does not meet proficiency unless the school leader, team of teachers and parents agree promotion is in the best interest of the student. We believe that promotion standards should permit the school staff to make decisions that meet state and local standards and decisions that best fit the needs of the individual students. We recognize that students grow and develop at different rates; therefore, promotion decisions will be based on the best interest of the student. Students with IEP's or ELL promotion status is determined by the following measures:

- Promotion Criteria for Students with Disabilities:
    - Students with disabilities (including English language Learners with a disability) receiving special education and related services under an IEP are expected to meet the same promotion criteria as their non-disabled peers unless the IEP modifies the promotion criteria in whole or in part.
- Promotion Criteria for English Language Learners:
    - ELL students shall be promoted to the next grade at the end of the academic year if they demonstrate the following: combined final grades of 80% or higher in reading, math and no more than 3 unexcused absences. *ELL students AIMS/Stanford Ten results will not be considered for promotion purposes.

Individual learning profiles will be developed for students who are not making adequate progress or growth toward promotion to the next grade level. The criteria for remediation will be determined by scores less than proficiency on any of the above sections. Students who are at risk for retention are to be identified as early as possible within the first grading period of enrollment. The teacher will communicate to the school leader and provide any/all documentation of student deficiencies. A parent/teacher conference will be scheduled immediately (no later than 10 days following communication). The areas of inadequate progress and data will be reviewed and intervention strategies will be recommended by the teacher. Teacher will develop suitable strategies and the learning profile will be implemented immediately following the conference. Teacher will implement the strategies chosen and discuss/suggest parent strategies. A follow up meeting will be scheduled 3 weeks later. Teacher will provide documentation for growth made and an open discussion will take place to decide on strategies that are working, anything modifications needing to be changed and/or new structures deemed necessary. Parents will be kept abreast of progress and changes that are made.