Educational Plan A3.1 Mastery and Promotion

Phoenix Collegiate Academy Elementary staff strongly believes that strict promotion criteria ensures all instructional staff maintain high expectations for student achievement and no student is socially promoted despite unpreparedness for rigorous college preparatory curriculum in future grades. Students must achieve a minimum level of proficiency that represents retention of 70% of grade level standards to show they are prepared for the next grade level and for school staff to feel successful in the preparation provided. In cases students are unable to show this level of mastery, staff and students deserve another opportunity with that grade level material to realize an appropriate level of content understanding.

Promotion Criteria
Promotion to the next grade level is delineated below by grade level.

Grade	Promotion Requirement	Proficiency Levels
K	Achieving 70% mastery of Arizona College and Career Ready Standards in Mathematics, Reading, and Writing as shown by internally created summative testing and standardized tests often delivered 1-on-1. Achievement of STEP Level 3.	Kindergarten students will show mastery of 70% of Arizona College and Career Ready Standards in Mathematics, Reading, and Writing on the end of year internally developed summative tests that will be delivered 1-on-1. Throughout the year, standardized tests developed for younger students will be delivered to inform progress toward standards mastery.
1	Achieving 70% mastery of Arizona College and Career Ready Standards in Mathematics, Reading, and Writing as shown by internally created summative testing and standardized tests sometimes delivered 1-on-1. Achievement of STEP Level 6.	1st grade students will show mastery of 70% of Arizona College and Career Ready Standards in Mathematics, Reading, and Writing on the end of year internally developed summative tests that may sometimes be delivered 1-on-1. Throughout the year, standardized tests developed for younger students will be delivered to inform progress toward standards mastery.
2	Achieving 70% mastery of Arizona College and Career Ready Standards in Mathematics, Reading, and Writing as shown by internally created summative testing and standardized tests. Achievement of STEP Level 9.	2nd grade students will show mastery of 70% of Arizona College and Career Ready Standards in Mathematics, Reading, and Writing on the end of year nationally normed summative standardized tests. Throughout the year, standardized tests will be delivered to inform progress toward standards mastery.
3	Achieving 70% mastery of Arizona College and Career Ready Standards in Mathematics, Reading, and Writing as shown by internally created summative testing and standardized tests. Achievement of STEP Level 12. Third grade is also held to *Move on When Reading* legislation outlined below.**	3rd grade students will show mastery of 70% of Arizona College and Career Ready Standards in Mathematics, Reading, and Writing on the end of year nationally normed summative standardized tests. Throughout the year, standardized tests will be delivered to inform progress toward standards mastery in Math, Reading and Writing.
4	Achieving 70% mastery of Arizona College and Career Ready Standards in Mathematics, Reading, and Writing as shown by internally created summative	4th grade students will show mastery of 70% of Arizona College and Career Ready Standards in Mathematics, Reading, and Writing on the end of year nationally normed

	testing and standardized tests.	summative standardized tests. Throughout the year, standardized tests will be delivered to inform progress toward standards mastery in Math, Reading, and Writing.

**In compliance with the *Arizona Move on When Reading* legislation, a student will "not be promoted from the third grade if the pupil obtains a score on the reading portion of the Arizona instrument to measure standards test, or a successor test, that demonstrates that the pupil's reading falls far below the third grade level."[1] Exceptions to this rule, in compliance with Arizona law, will be students with disabilities who have been previously retained and English Language Learners who have received less than two years of English instruction.[2] For those third graders who are retained, interventions, in compliance with state law, will be provided. These strategies include a requirement that the pupil be assigned to a different teacher for reading instruction, online reading instruction, and intensive reading instruction that occurs before, during or after the regular school day. The parent or guardian of the student, in compliance with state law, the principal, and the student's teacher will choose "the most appropriate intervention and remedial strategies" for the student.[3]

Promotion Process

Each student and family will learn of the topics of study for their grade level during Student and Parent Orientations at the outset of the school year. At this meeting they will be informed of both goals and minimum passing criteria to be promoted to the next grade level. Throughout the year, students and families will be informed of students' academic progress through progress reports of student grades and content mastery following six week interim assessment administration (which includes administering the STEP assessment as well as internally designed assessments). Internally developed software at Phoenix Collegiate Academy, Inc. will facilitate this communication.

During quarterly mandatory conference, families and students will review academic progress, discussing critical steps to ensure a student's success in mastering grade level content and a student's likelihood for promotion.

At the end of the academic year, students will take NWEA MAP as a summative assessment to measure their mastery of grade level content. The school will use these results, passing on the state standardized assessment congruent with MOWR, as well as teacher created summative testing to determine which students have mastered skills needed for success in the next grade level. Students and families will receive the information about whether or not a student passes after the end of the school year. They will receive detailed information they can use to help guide discussions about improvement with students.

Students and families who will not be promoted will have 1-on-1 discussions with the Principal to review reasons and opportunities because of retention. Students choosing not to return to PCA will participate in exit interviews to collect data about the impact of retention on students' continuation with PCA.

[1] Arizona Department of Education
[2] Ibid
[3] Ibid