A.3.1 Mastery and Promotion

A. Criteria and Process for Promotion and Retention

Grades K-2

For students in grades K-2, we will make grade level promotion decisions based on reading achievement on STEP and number of absences.[1] We will track daily attendance closely and communicate promptly and directly with families to minimize the impact of absence on any child's academic progress. To determine whether a student is reading at grade level, Vista College Prep will use grade-specific STEP benchmarks as depicted in **Figure A.3.1.1**.

Figure A.3.1.1: Correlation between STEP, Grade Level and Fountas and Pinnell Levels

STEP	Grade Level	Fountas and Pinnell Level[2]
Pre	Beginning K	---
1	Mid K	A
2	End of K	B
3	End of K/Beginning 1st	C
4	Early/Mid 1st	E
5	Mid/Late 1st	G
6	End of 1st/Beginning 2nd	I
7	Beginning of 2nd	K
8	Mid 2nd	L
9	End of 2nd/Beginning 3rd	M
10	Beginning 3rd	N
11	Mid 3rd	O
12	End of 3rd/Beginning of 4th	P
	4th	Q/R/S
	5th	T/U/V
	6th	W/X/Y
	7th-8th	Z

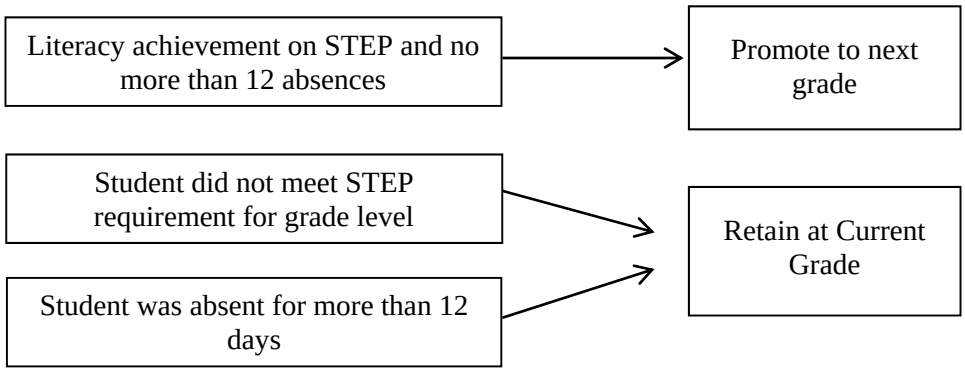
For students in grades K-2, if achievement is below grade level, the student is considered for retention. While we monitor and remediate mathematics achievement, we believe literacy is the biggest lever for student academic achievement in K-2, and we will not use student performance in math in K-2 to determine retention. **Figure A.3.1.2** outlines our promotion policy.

Process: Throughout the year parents are informed on a weekly basis of their child's academic performance and total absences. At parent teacher conferences this information is reviewed as well. Any student who is approaching the number of absences required for retention or performing below grade level on the STEP assessment will be notified immediately and will meet with school leadership to develop an action plan to support student success in attendance and/or academic proficiency. Action plans can include additional tutoring during our extended day program, strategies for families to use to reinforce learning, and a family's recommitment to the daily attendance of their student. If it is

[1] Medical issues will be addressed on a case by case basis, and all school responses to and policies for absence will fully align with all federal and state requirements for the provision of education during extended illness.
[2] We have included the Fountas and Pinnell levels as the STEP levels currently go through third grade. There is consideration for the program to increase materials past third grade. Until then, we will plan to switch to the Fountas and Pinnell library leveling system after third grade.

determined that a child is not going to be promoted to the next grade,[3] the Executive Director will sit down with the parents, explain the promotion decision and create an action plan for the summer and the following year.

Figure A.3.1.2: Vista College Prep Promotion Policy (K-2)



Grades 3-5

For students in grades 3-5, we will make grade level promotion decisions based on: (1) a student earning a grade of at least 70% in all three core classes (Writing, Reading and Math); (2) a score of Proficient or Advanced on the AIMS in all subject areas; and (3) attendance (if a student misses more than 12 days of school he/she will be automatically retained). **Figure A.3.1.3** indicates the letter grade and percentage used to indicate a student's level of mastery of ADE 2010 Standards (CCSA). **Figure A.3.1.4** outlines our promotion policy.

Figure A.3.1.3: Grading Policy

Letter Grade	Percentage	Definition
A+	98-100%	Student earning an A is consistently demonstrating advanced mastery of skills and content standards.
A	93-97%	
A-	90-92%	
B+	88-89%	Student earning a B is consistently demonstrating proficiency with skills and content standards.
B	83-87%	
B-	80-82%	
C+	78-79%	Student earning a C is consistently demonstrating basic competency with skills and content standards.
C	73-77%	
C-	70-72%	
INC	Below 70%	Student earning less than 70% in class needs to demonstrate improvement and has not demonstrated basic level of mastery of skills and content standards. Mastery of standards needs to occur before credit is earned.

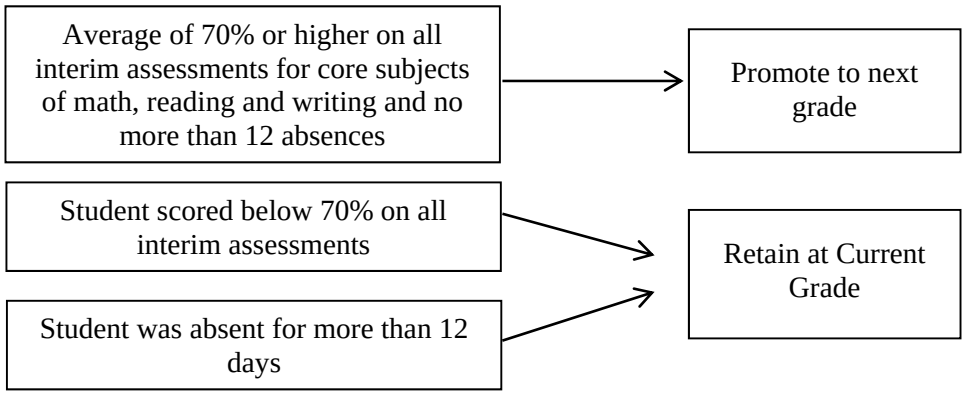
All grades will be calculated based upon a student's achievement in three areas: homework, tests and quizzes, and individual teacher assessments. While teachers will have some flexibility in determining the

[3] This meeting should not be a surprise to the school or parent as frequent communication will have occurred before this point. This meeting will be the result of multiple prior meetings or conversations where the parent was made aware of the potential that the child could be retained.

exact percentage of the total grade that each carries, the percentages must fall within the school guidelines.

Process: If a student needs to repeat a grade, the Executive Director (and Manager of Curriculum and Instruction in Y3) will meet with both the student and the student's family to discuss the action plan for the coming year. Interventions discussed at this time may include additional tutoring or increased in-class support. Vista College Prep will work with families to determine the best course of action on an individual basis.

Figure A.3.1.4: Vista College Prep Promotion Policy (3-5)



Students who have IEPs are promoted to the next grade based on successful completion of the goals of the IEP in alignment with the school's promotion policy. The Vista College Prep promotion policy may be amended based on the parameters of the IEP.

Our promotion policy is part of the parent and student handbook and will be reviewed at orientations each year prior to the start of school.

Measuring Non-Academic Performance

While academic achievement is paramount, Vista College Prep also values a student's growth in leadership and character development. Student behavior is closely tracked and behavioral information is included on student progress reports. Achievement in leadership and character development will not be used for grade level promotion decisions, but tracking this information allows staff to monitor trends in behavior and include in progress reports during parent-teacher conferences. Just as we would do in analyzing academic data, if there are any gaps in growth or trends that need attention, staff and teachers can develop an immediate intervention plan to address the specific needs of an individual or group of students. **Figure A.3.1.4** shows a sample rubric for grades K-2. The rubric for grades 3-5 changes in accordance with our character development curriculum, age appropriateness and includes an increased emphasis on leadership development.

Figure A.3.1.4: Vista College Prep REACH Rubric

Behavior	Core Value	Assessment
I keep my body still during learning so that my body shows focus.	Respect	☐ Strong ☐ Satisfactory ☐ Needs Growth
I tell the truth immediately any time someone asks me a question, even if it is hard.	Respect	☐ Strong

		◻ Satisfactory ◻ Needs Growth
I make good choices in the bathroom. I use the bathroom, flush, wash my hands with one squirt of soap, dry my hands with one paper towel, throw away the paper towel, and leave. I do not talk while in the bathroom.	Community	◻ Strong ◻ Satisfactory ◻ Needs Growth
I keep my papers, folders, book bag and desk clean.	Hard Work	◻ Strong ◻ Satisfactory ◻ Needs Growth
I use learning tools carefully and considerately.	Community	◻ Strong ◻ Satisfactory ◻ Needs Growth
I am polite to my classmates and my teacher.	Respect	◻ Strong ◻ Satisfactory ◻ Needs Growth
I do my homework every night without an adult having to remind me.	Achievement	◻ Strong ◻ Satisfactory ◻ Needs Growth
I make my own choices instead of following others.	Respect	◻ Strong ◻ Satisfactory ◻ Needs Growth
I throw away trash on the ground even if it is not mine.	Community	◻ Strong ◻ Satisfactory ◻ Needs Growth
I use a loud and proud voice so that everyone I am talking to can hear me.	Enthusiasm	◻ Strong ◻ Satisfactory ◻ Needs Growth
I notice when my teammates do things well and I compliment them.	Community	◻ Strong ◻ Satisfactory ◻ Needs Growth