A.3.1 Mastery and Promotion

As a school focused on student learning and achievement, Western School of Science and Technology: A Challenge Foundation Academy (Western Tech: CFA) aims for all students to achieve at high levels and reach grade- and course-level mastery targets such that they are promoted to the next grade, or in the case of twelfth grade, graduate.

This section details the criteria by which that promotion is determined.

A. Criteria For Grade Level Promotion

Students demonstrate mastery of standards based upon the following factors: (1) grades on homework (not to be more than 10% of the grade for a given class); (2) grades on tests, quizzes, and Quarterly Formative Assessments that measure student performance on Common Core State Standards or Arizona State Standards; (3) grades on classwork and projects; and (4) performance on online learning assessments for the hybrid portion of courses.

The following details the grading policy for Western Tech: CFA to be used by teachers in determining final grades for courses based upon a combination of scores from the factors above. Please note that according to the below scale, a score of 80% or better denotes mastery of course content, while a score of 70% of better denotes proficiency of course content. "Proficiency" means students have enough working knowledge of course content to move on to the next units or next course; "mastery" means students have demonstrated sufficient knowledge of course content as to be on track to eventually pass the Advanced Placement exam in that content area.

Western Tech: CFA will ensure grades are consistent and valid between instructors in a course by holding at least one professional development session per year at the beginning of the year on how to norm grading policies among collaborative teams.

Letter Grade	Percentage	Definition
A+	97%-100%	Students have demonstrated advanced mastery of course content.
A	93%-96%	
A-	90%-92%	
B+	87%-89%	Students have demonstrated mastery of course content.
B	83%-86%	
B-	80%-82%	
C+	77%-79%	Students have demonstrated proficiency of course content.
C	73%-76%	
C-	70%-72%	
Incomplete	Below 70%	Students have not demonstrated proficiency of course content.

Figure A.3.1.1: Grading Policy for Western Tech: CFA

Final grades will be calculated by averaging the student's grade percentages for all four quarters. Depending on when state assessment (PARCC) results are received, state assessment results may also be

included in the student's final grade, per applicable state statute and Department of Education requirements.

In grades 7 and 8, grade level promotion decisions will be based upon the following factors: (1) a student earning a final grade of at least 70% in the core classes of Humanities (Reading & Writing), Humanities (Social Studies), Mathematics, and Science; (2) a score deemed by the Arizona Department of Education of applicable state statute to pass any requisite mandatory state assessment; (3) and attendance, for which a student must be present for 95% or more of the instructional days of the school calendar.[1]

B. Process For Grade Level Promotion and Retention

After Quarter 2 grades are calculated and report cards have been sent home, teachers will review student performance to determine which, if any, students are not meeting the above listed criteria.
Parents (in this document referring to the student's legal guardian(s) will then be initially notified of the risk for retention. Parents, teachers, and the student will meet in a Retention Prevention Conference in February to determine a Retention Prevention Plan for the student. The plan will include a variety of interventions on the part of the student, the family, and the teachers to encourage improvement in the student's grades, achievement, or attendance. The Retention Prevention Plan will be documented, signed, and submitted to the School Director. Teachers will then document progress regarding the interventions throughout Quarter 3.

At the end of Quarter 3, parents and students who are at the risk of retention based upon the above defined criteria but who were not identified at the end of Quarter 2 will be notified of the risk for retention. For all students notified of possible retention in either Quarter 2 or 3, parents, teachers, and the student will again (or for the first time) meet to assess progress towards (or determine) the goals set during the initial Retention Prevention Conference. The Retention Prevention Plan will remain in force but be adjusted to meet the student's current need. Again, the updated Retention Prevention Plan will be documented, signed, and submitted to the School Director. Teachers will then document progress regarding the interventions throughout Quarter 3.

At the end of Quarter 4, teachers will review the final progress of all students who were placed on Retention Prevention Plans during Quarters 2 or 3. If the above listed criteria are not met for any students, teachers will submit those students' names and relevant documentation of Retention Prevention Plans to the School Director.

The School Director and Director of Special Education (for students receiving special education services) will then determine if any of the following factors are true that may serve as exceptions to the promotion criteria: (1) the student's lack of progress is due to the student's qualification for special education services; (2) the student's lack of progress is due to the student's level of English proficiency as measured by the AZELLA test; (3) the student is at or above grade level in all subject areas measured by the end-of-year NWEA assessment; (4) the student is below grade level in any subject areas measured by the end of-year NWEA assessment but made more than one and a half years' growth in all subject areas measured by the same.

[1] In exceptional circumstances, including but not limited to extraordinary family or personal needs or prolonged illness, this requirement may be waived.

If a student does not meet the stated criteria for promotion nor any of the above exception criteria, the School Director and Director of Special Education (for students receiving special education services), will recommend that the student be retained.

An end-of-year conference will then be called between the School Director, Director of Special Education (for students receiving special education services), teachers, student, and parents. The School Director will then review the Retention Prevention Plan and student progress and present the recommendation for student retention.

The final decision regarding retention must be made by the student's parents. The parents' decision will be documented and filed, along with any relevant documentation from the Retention Prevention Plan.