



Charter School of Inquiry

Performance, Promotion and Exit Standards

(Agenda Item #10b / Resolution No. 2016-050316-10b)

General Policy Statement

CSI's goal, as part of its mission and vision, is to reduce the achievement gap as quickly as possible for each student. However, it may be necessary from time to time to determine if a child would benefit from spending a longer period of time learning material to keep them on a trajectory to grade-level achievement. In the event that a student's promotion is in doubt, the classroom teachers, in tandem with the Head of School and the child's parent, will use a range of indicators to formulate the decision, including formative and summative assessment data, anecdotal observations and notes, standardized test data, RtI data, and examples of student work (portfolios) to determine whether or not to retain the student. CSI will alert the student's parents about the Promotion in Doubt Evaluation process as early as November and no later than January 1 of the current school year. Once a child is identified as being in doubt of promotion, classroom teachers with the support of the special education teacher and coaches will create a more targeted academic plan to help prevent retention. Classroom teachers will also work with the family of the child to offer suggestions for out-of-school interventions and suggestions for practices and activities to do while at home.

Special Education Student Population: Students with IEPs and those being evaluated for special education placement will be promoted based on their individualized promotion criteria in addition to the indicators referenced above.

Exit Standards: CSI expects its students to exit our program with an understanding of how they learn best, a range of academic and social skills, and an excitement for continuous learning. CSI's exit standards, which are based on the literacy, math, and science benchmarks set forth in the Common Core State Standards and Next Generation Science Standards (NGSS) as exit knowledge and skills for Grade 6.



Promotion Policy

This policy articulates the specific criteria that define promotion from one grade level to the next for all students in the elementary grades at CSI. All students are expected to meet or exceed rigorous academic standards in performance-based core curriculum, aligned to the Common Core Learning Standards, and NGSS to be promoted to the next Grade and, ultimately, to be prepared for college and careers.

The CSI Board of Trustees is dedicated to meeting the educational needs of all students in a safe learning environment. Decisions regarding promotion and retention are based on state law and criteria defined in CSI school policy.

All students at CSI are held to specific criteria that define promotion. Those criteria exist in the areas of:

- Meeting the grade level Common Core Learning Standards for Literacy, Science, and Mathematics.
- Students are required to have 90% annual attendance;
- Comprehensive classroom assessments that include portfolios, samples of student work, anecdotal notes, teacher assessments and observations.
- Progress reports; and benchmark assessments (Fountas & Pinnell Assessment, Primary Assessment of Literacy Skills, Aimsweb Assessments ELA and Mathematics, Science portfolios with student work samples, and State Test scores in grade 3 and above).
- New York State English as a Second Language Assessment Test (NYSESLAT)
- Summer school work, when applicable.
- Goals & mandated criteria on Individualized Education Program (IEP)
- Length of time spent in the United States School System

CSI reserves the right to make a decision for promotion or retention when standardized test scores do not match previous student achievement as seen through portfolios, anecdotal notes, or teacher assessments as defined by the promotional criteria. Promotional decisions for Grades 3-6 cannot and will not be solely based on State test scores!



The above criteria apply to the following groups of students in the following ways:

a) English proficient general education students

Grades K-2: Consideration of Grade level progress of all applicable criteria. Promotion decision is made by the Head of School.

Grades 3-6: Consideration of Grade level progress of all applicable criteria and State Test Scores. Promotion decision is made by the Head of School.

b) English Language Learners (ELLs)

Grades K-2: Consideration of language development; limited English proficiency alone is not the sole basis for retention; consideration of Grade level progress of all applicable criteria. Promotion decision is made by the Head of School.

Grades 3-6: Consideration of number of years enrolled in the United States School System; consideration of Grade level progress of all applicable criteria, NYSESLAT and State Test Scores. Promotion decision is made by Head of School.

c) Students with Disabilities receiving special education services

Grades K-2: Consideration of Grade level progress of all applicable criteria, mastery of IEP goals. Promotion decision is made by Head of School.

Grades 3-6: Consideration of Grade Level progress, mastery of IEP goals, IEP promotional criteria, State test scores. Promotional decision is made by Head of School.

d) Students that aren't responding to the Intervention

If, after interventions in the general education classroom, the student continues to experience difficulty, school personnel may refer the child for a special education evaluation. Referrals for determination of eligibility for special education services may be initiated by:

- School personnel (including general education teachers, special education teachers, counselors, administrators, etc.);
- Child's parent(s) or legal guardian(s);
- Any other person involved in the education or care of the child.

The official referral begins the formal process of determining eligibility for special education services. Once a referral is provided, the school must obtain consent from the parent(s) or legal guardian(s) to begin the evaluation phase of the referral process.

Announcement of Promotion-in-Doubt/Retention

Families are notified orally and in writing of possible retention through Family/Faculty Conferences and Developmental Profiles. The first indication of concern will be noted in the **Promotion in Doubt** section of the Student and Family Handbook issued at the beginning of each school year. Families will be required to meet with the teachers and administrators to set goals for the student in this situation. If the student does not demonstrate improvement by June of the school year, they are identified for **Retention** for the following school year. Retention meetings are scheduled for the families to meet with the CSI Administration in June.



Referral to Summer School

Students in Grades 3-6, who do not meet the promotional criteria by June are referred to summer school. Currently CSI does not provide summer school, however parents will be provided with literature regarding neighborhood summer school programs. The Head of School will review a promotional portfolio for each student in August and make a final determination based on whether the student is meeting the Common Core Learning Standards in English Language Arts and Mathematics.

Appealing the decision for Retention

A family that disagrees with a June promotion decision is required to submit a written appeal to the Head of School by August prior to the beginning of the new school year. The Head of School will consider all relevant criteria for promotion and make a final decision for the new school year. The Head of School can involve members of the CSI Board of Trustees to review the appeal.



Academic Promotion Benchmarks

The list below includes all CSI school-wide assessments used in determining promotion. The chart outlines the expected benchmarks for each assessment, at each grade level.

Assessment Title	Testing Period	Grade Level	Goal
Fountas and Pinnell Assessment System	4x per year	K-6	All K-6 students who were enrolled at CSI will perform as follows on the end of year administration of the Fountas and Pinnell Assessment System:
		K	Reading: Level A-D , Accuracy Rate: 95-100%, Comprehension: Satisfactory. Student should be at a level D by EOG.
		1	Reading: Level E/I Accuracy Rate: 95-100%, Comprehension: Satisfactory. Student should be at a level I by EOG.
		2	Reading: Level J/N , Accuracy Rate: 95-100%, Comprehension: Satisfactory. Student should be at a level N by EOG.
		3	Reading: Level O/Q , Accuracy Rate: 95-100%, Comprehension: Satisfactory. Student should be at a level Q by EOG.
		4	Reading: Level R/T , Accuracy Rate: 95-100%, Comprehension: Satisfactory. Student should be at a level T by EOG.
		5	Reading: Level U/W , Accuracy Rate: 95-100%, Comprehension: Satisfactory. Student should be at a level W by EOG.
		6	Reading: Level X/Y , Accuracy Rate: 95-100%, Comprehension: Satisfactory. Student should be at a level Y by EOG.
ELA & Math Aimsweb Assessments	4x per year	K-6	All K-6 students who were enrolled at CSI will perform as follows on the end-of-year administration of the ELA & Math Aimsweb Assessments
		K-6	All K-6 students will perform at average level of mastery on the ELA and Math assessment
Response to Intervention Literacy Skills (RtI)	4x per year	K-2	All K-2 students who were enrolled at CSI will perform as follows on the end-of-year administration of the Response to Intervention Literacy Skills
		K	Must reach mastery benchmarks for each subtest
		1	Must reach mastery benchmarks for each subtest
		2	Must reach mastery benchmarks for each subtest



Attendance Promotion Criteria

The chart below outlines the attendance rate for every CSI student for grade level for promotion.

Grade Level	Attendance Expectation for Entire School Year
Kindergarten	<p data-bbox="906 537 1118 569" style="text-align: center;">90% Attendance</p> <p data-bbox="667 621 1414 785">Students who are absent 20 times within a school year are considered to be Promotion In Doubt and will face Retention if absence results in academic deficiencies such that the student does not meet the grade level benchmarks for promotion. If students are achieving at grade level and attendance is poor student will be promoted to next grade level.</p>
First Grade	
Second Grade	
Third Grade	
Fourth Grade	
Fifth Grade	
Sixth Grade	



RETENTION

Administration and Teachers will work collaboratively to determine retention based upon individual student needs. Parents and student will be notified by the end of the second trimester if they are being considered for retention.

2015- 2016

School Policy Signature Page

I _____ (parent/guardian) have read, understand and agree to the terms and contents set forth in this handbook. I understand that this document represents a good-faith gesture on the part of the School to provide a safe, equitable and above all valuable learning experience for my child.

I _____ (student of CSI) have read the policies and rules contained in this handbook and pledge to adhere to them to the best of my ability. I promise to act in a positive manner and work to my potential.

Students and parents will be expected to sign this page, detach it and Return it to the school within the first week.

Thank you.