



Educational Board Approved Policies

A3: Albert Einstein Academy Charter School Student Retention Policy

A. Background

At AEACS we strive to uphold the highest level of student achievement and progress. Learning Common Core State Standards in a dual-language immersion setting and through the philosophy and inquiry-based units of the International Baccalaureate Primary Years Programme can be very challenging for our students. With our students receiving 50% of their instruction in English and 50% in German, some students experience a delay in their rate of progress as compared to students who may receive 100% of instruction in one language.

With these factors in mind, and monitoring student progress over the years, we have come to realize that some students need extra time in the formative years for language development and reading readiness (kindergarten and first grade). If students are promoted to upper grades without the foundations necessary in English and German, learning can become overwhelming, stressful, and can delay a child's academic growth.

Every effort will be made by our personnel to support children in their academic development. Teachers and support personnel partner with parents to develop support systems for struggling students. Levels of achievement have been set to ensure success for all students. If your child is not ready to be promoted to the next grade level, based on benchmark assessments, he or she will repeat the grade to give them a stronger foundation in both languages. We regard this as an opportunity for students to develop and strengthen their skills and confidence to ensure future success.



Below is the time line that we use to identify students who are possible candidates for retention:

September-December – after beginning of the year assessments are given, a child may be identified as a student in need of additional support and interventions will be implemented.

January-March – formal student progress is monitored. If progress is not meeting benchmark expectations, a parent conference may be required through the Student Success Team (SST) model. At this time parents will be notified that their child is being considered for retention. Parents are given the Student Retention Policy and strategies to provide support to the student are discussed at conferences.

April-June - Parents of students who are being considered for retention meet with teachers, principal and any pertinent support staff. At this time, a decision about student retention will be made.

B. Benchmarks for Kindergarten and First Grades

In order to be promoted to the next grade level, students must master the following benchmarks in Reading, Math, and German. In Kindergarten, social-emotional development benchmarks must also be met.

Note: Although much of this document relates to kindergarten and first grade expectations, a student may be retained in second grade and above according to expectations set forth by the Common Core State Standards and consensus reached by teachers, administration, and parents.



1. Kindergarten

a. English Reading/Writing Readiness

- i. Student is able to identify 20 or more uppercase letters and 20 or more lowercase letters at random
- ii. Student is able to read 18/21 or more consonant sounds
- iii. Student is able to read 3 or more short vowel sounds
- iv. Student is able to read 20/40 or more Kindergarten sight words
- v. Student uses early-phonetic spelling in writing (kt for cat)
- vi. Students will segment and blend the initial medial vowel and final sounds (phonemes) in 3 phoneme (CVC) words
- vii. Student knows the difference between a word and a letter
- viii. Student is able to ask and answer questions about key details in a text (characters, settings and major events)
- ix. Student can follow text left to right, top to bottom and page by page
- x. Student writes at least one sentence, using readable letters and with proper punctuation/capitalization

b. Math Concepts

- i. Student is able to sort and compare by color, shape and size
- ii. Student is able to identify and extend simple patterns
- iii. Student is able to identify quantities equal to, more than, less than
- iv. Student is able to identify, write, compare and order numbers 0-20
- v. Student is able to identify, sort, compare plane shapes
- vi. Student is able to identify a sequence of events
- vii. Student is able to identify concepts of time (morning, afternoon, evening)
- viii. Student is able to add and subtract within 10 with objects or pictures

c. German Language

- i. Student is able to count from 1-30
- ii. Student knows 15 consonant letter sounds
- iii. Student knows 3 vowel sounds
- iv. Student is able to follow/understand basic commands
- v. Student speaks in class (participates)
- vi. Student is able to copy a sentence with proper punctuation and capitalization
- vii. Student is able to name the days of the week
- viii. Student is able to identify and name basic colors and shapes
- ix. Student is able to identify common classroom objects

d. Social/Emotional Development

- i. Student is able to answer in complete sentences
- ii. Student is able to look others in the eye when speaking
- iii. Student responds to questions accurately
- iv. Student is able to sit on the carpet for 10 minutes in his/her own space
- v. Student is able to have targeted focus on the lesson/activity
- vi. Student is able to express needs and wants
- vii. Student can follow multi-step directions independently
- viii. Student can independently problem solve with peers
- ix. Student can refer to friends by saying their name

2. First Grade

a. English Reading/Writing

- i. Student is able to read 4 out of 5 blends and digraphs words Basic Phonics Skills Test (BPST)

- ii. Student is able to read 3 out of 5 two syllable short vowel words (BPST)
- iii. Student is able to read 3 out of 5 final e words (BPST)
- iv. Student is able to read 3 out of 5 common vowel digraphs in words (BPST)
- v. Student is able to read 3 out of 5 inflectional endings
- vi. Student is able to read grade level running record passages at 92-96% accuracy
- vii. Student is able to read 90% of the 1st grade sight words
- viii. Student is able to write 5 sentences with capitals, punctuations, phonetic spelling and proper spelling of familiar sight words

b. Math Concepts

- i. Student can complete addition and subtraction facts to 20
- ii. Student can transform simple word problems into an addition or subtraction problem. Student can tell time to hour and half hour
- iii. Student can identify and add coins
- iv. Student can identify, compare and order numbers up to 120
- v. Student can identify tens and ones in a number

c. German Language

- i. Student can count up to 100 in German
- ii. Student knows 18 consonant sounds (including sch, ch)
- iii. Student knows 8 of 11 vowel sounds (including eu, ei, au, ä, ö, ü)
- iv. Student reads and comprehends 3-4 sentence paragraphs that consist of phonetic combinations.
- v. Student writes 3-4 sentences with proper first grade writing conventions.



- vi. Student can write sentences using a variety of verbs in infinitive form - e.g. Ich kann _____.
- vii. Student can follow simple daily-used instructions such as "pick up your backpack".
- viii. Student can answer contextual questions with a simple sentence.

BOARD APPROVED POLICY

Approved and Adopted: January 17, 2017

Revised: