

501: Grading & Promotion - Retention Policy

I.Purpose:

- a. The purpose of this policy is to communicate the standardization of a grading framework for Providence Creek Academy Charter School students, teachers, and families.

II.Definitions:

- a. Grading Scale: the traditional letter grades and their alignment to a numeric percentage for all core classes and special subject classes grades 4 through 8.
- b. Performance Grading Scale: the letter grading scale and their alignment to performance used only for special subject classes for kindergarten through grade 3.
- c. Core Classes: Reading, Writing, Math, Science, and Social Studies
- d. Special Subject Class: Classes including art, theater, dance, music, health/physical education, technology, Spanish, American Sign Language (ASL), and all track classes.
- e. Summative Assessment: An assessment of learning or mastery. Assignments that evaluate student mastery of content and aligns with the goals and expected outcomes of the instruction¹. (examples include projects, tests, quizzes, writing pieces, and any assessment that is used to determine mastery of a lesson. etc.)
- f. Formative Assessment: Assessment to inform instruction. Assignments that monitor student learning over the course of a learning unit (examples classroom checks for understanding activities, exit tickets used to check student understanding of the lesson, small group and whole group responses, class brainstorming, etc.)
- g. Promotion: the result of a student demonstrating mastery of grade level skills and moving to the next grade the following school year
- h. Retention: the result of a student failing to demonstrate mastery of grade level skills, causing that student to repeat the year.

III.Policy Statement:

- a. Grade Reporting:
 - i. Students will receive report cards at the end of each trimester which is approximately every twelve-week period.
 - ii. Teachers will notify parents prior to progress reports and report cards if their student is failing. Parents are encouraged to schedule conferences

¹ *Formative and summative assessments: Poorvu Center for teaching and learning.* Formative and Summative Assessments | Poorvu Center for Teaching and Learning. (n.d.). Retrieved August 18, 2022, from <https://poorvucenter.yale.edu/Formative-Summative-Assessments>

- with teachers if their student is failing. All conferences will be documented.
- iii. Approximately every six weeks into a new grading period, the school will send interim progress reports, Interim Progress Report (IPR), home for each student.
 - iv. The teacher of record is responsible for the reported grade on all report cards and progress reports.
- b. Parents will have access to their student’s grades electronically via the Parent Portal.
- c. Grading Scale: This grading scale is used for all courses in all grades excluding only special subject classes for kindergarten through grade 3.
- i. Summative assessments may be used to determine reported grades.
 - 1. Course grades will include a minimum of 8 grades.
 - 2. The majority of the grades will be summative assessments.
 - ii. Failure to turn in an assignment may result in a 0% for that assignment.
 - iii. Late work may be accepted at the teacher’s discretion.
 - 1. No assignments will be accepted after the end of the trimester without permission from the Head of School or designee unless the missing assignment was a result of an absence, at which point PCA’s attendance policies would define the number of days in which the assignment can be completed and submitted. No grades other than incomplete (I) will be changed after the end of the trimester without permission from the Head of School or designee.
 - iv. Missing assignments may result in a grade of “0%” for that assignment.
 - v. Lowest grade in a course may be dropped at teacher discretion.
 - vi. Test Corrections and Test Re-takes on major summative assessments are at the discretion of the teacher.
 - vii. The Grading Scale for all Classes excluding special subject classes for kindergarten through grade 3 is:

Letter Grade	Percentage
A+	98 - 100
A	95- 97
A-	93 - 94
B+	90 - 92
B	87 - 89
B-	85 - 86
C+	82 - 84
C	79 - 81
C-	77 - 78
D+	75 - 76
D	72 - 74

D-	70 - 71
F	0 - 69
F	*0 – 39 percentages will convert to a 40% for the trimester or final grade.

- d. The Performance Grading Scale for all special subject classes for kindergarten through grade 3 includes the following qualitative descriptors, which do not equate to a number grade:
- i. Exceeds Expectations (EE):
 1. Student achieved two or more EE ratings across the three categories during the grading period.
 - ii. Meets Expectations (ME):
 1. Student achieved two or more ME ratings across the three categories during the grading period.
 - iii. Developing (DE):
 1. Student achieved two or more DE ratings across the three categories during the grading period.
 - iv. Inconsistent (IN):
 1. Student performance varies significantly, making it difficult to determine a consistent overall level, or
 2. Student achieved three different ratings across the three categories during the grading period.
 - v. Insufficient Evidence (IE):
 1. Student has missed 50% of special subject class periods or more, so not enough evidence is available to determine the student's level.
 - vi. The performance categories that inform the student's grade include:
 1. Subject Skill Engagement: The student's demonstration of interest and skill in the subject by using the tools, techniques, and knowledge taught in class.
 2. Participation: The student's active involvement in class activities, discussions, and tasks when expected.
 3. Effort: The energy, focus, and persistence the student demonstrates in completing learning activities in accordance with classroom expectations.
 - vii. Special subject teachers will communicate grading rubrics that are specific to their subject classes and align with the performance scale.
 - viii. It is at the special subject teacher's discretion to determine if the student has earned an Exceeds Expectations, Meets Expectations, Developing, or Inconsistent grade when a student has achieved differing ratings across each of the categories.
 - ix. Special subject teachers will enter one grade of EE, ME, DE, IN, or IE using their performance grading scale rubric for Interim Progress Reports and Report Cards.

1. No final grade for K-3 special subjects will be generated at the end of the school year.
- x. Special subject teachers are required to notify parents of any student receiving a “Developing” or “Inconsistent” grade prior to Interim Progress Reports and Report Cards. Parents are encouraged to schedule conferences with the special subject teachers when needed. Conferences will be documented.
- e. Citizenship: Citizenship will be evaluated and reflected in the form of comments on the progress report and/or report card.
 - i. Citizenship comments may include respect, following directions, participation, and responsibility.
 - ii. Overall citizenship will be evaluated and certificates awarded each trimester for those students exemplifying positive citizenship using criteria that includes:
 1. Attendance
 2. Behavior
 3. Passing Grades
 4. Teacher Endorsement
- f. Honors:
 - i. Grades four (4) through eight (8):
 1. High Honors is defined as a grade of 93% in all classes.
 2. Honors is defined as an 85% or higher in all classes.
 - ii. Grades kindergarten (K) through grade 3 is:
 1. High Honors is defined as a grade of 93% in all core classes.
 2. Honors is defined as an 85% or higher in all core classes.
 3. Performance grades for K – 3 Special Subject classes do not influence Honors or High Honors.
- g. Homework:
 - i. Homework is designed to be independent practice of material learned in school.
 - ii. Examples of homework may include, but are not limited to:
 1. Weekly Reading logs
 2. Weekly Math fluency practice
 3. Math content practice
 4. End of Unit Projects
 - iii. Homework will not exceed [National PTA](#) recommendations.

h. Summer School:

- i. PCA Summer School is a tuition-based program designed for students who have failed a course and/or have not met the requirements for promotion to the next grade.
- ii. Students are required to provide their own transportation to and from summer school.
- iii. All course requirements must be met to attain promotion through summer school. Enrollment and attendance alone do not satisfy the requirements for successful completion of a summer school course.

i. Promotion/Retention/Placement:

- i. A student must meet the grade level criteria for promotion.
- ii. Parents of students in danger of being retained must be notified no later than the end of the second trimester and/or during the third trimester IPR should a student's grade drop unexpectedly.
- iii. A tuition-based summer school program will be available for students who do not score a 70% or higher in reading, writing, science, social studies, or mathematics.
- iv. A student who has failed two or more core subject areas (Reading, Writing, Math, Science, and Social Studies) will not be eligible for promotion through the summer school program.
- v. A student will be considered for retention if:
 1. The student has not mastered the comprehensive curricula, with a year-end average of 70% or higher in all core subject areas.
 2. The student's chronic absenteeism has impacted his/her mastery of grade level standards.
- vi. Students with Individualized Education Plans (IEP) must meet the qualifications for promotion as defined by their IEP Team.
- vii. The Head of School or designee may promote a student who has not met the grade level criteria based on extreme circumstances. The failing grades will not change.

j. Skipping a Grade:

- i. A student may test into a higher grade at the discretion of the Head of School or designee.
 1. The student must meet all of the applicable academic requirements:
 - a. The student must score in the 99th percentile in both Reading and Math in their current grade level on current Benchmarks.
 - b. The student would have to have maintained high honors on all report cards for the past three trimesters.

- c. The student must demonstrate competency on all grade level material that will be skipped. This typically includes:
 - i. End-of-current-year competency in all core subjects for the current grade level
 - ii. Competency in the requested grade at the current point of the year.
 - iii. Kindergarten students are not permitted to test to skip a grade until the second month of school in order for their social development to be properly assessed by his/her teacher.

k. Enrolling into Kindergarten:

- i. PCA supports utilizing the cut-off ages for children entering kindergarten at the age of 5.
- ii. PCA does not support enrolling kindergarten students prior to the state cutoff age date, unless the child's 5th birthday is within 10 days of the state's cutoff age date and the child meets the exceptional perimeters outlined below:
 - 1. The child has a letter from a pre-school educator recommending early admission.
 - 2. The child completes the PCA benchmark assessment(s) and demonstrates that s/he is kindergarten ready.

IV. Responsibility:

- a. This policy applies to all teachers, students, and administrators of Providence Creek Academy.

V. Related Policies:

I. Attendance Policy

VI. Related Procedures and Documents:

[14 DE Reg. 230](#)
[2 DE Reg. 1248](#)
[7 DE Reg. 928](#)
[12 DE Reg. 932](#)
[Title 14 Delaware Code](#)

Approval and Revision Dates:

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