

**EXIT CRITERIA POLICY**  
**Pikeville Elementary School**  
**School Based Decision-Making Council Policy**



**Exit Criteria**

Specific skills must be mastered in order for students to be successful at each grade level. To be promoted to the next grade level, students are expected to meet the established exit criteria. Parents will be informed of their child's progress following the fall, winter, and spring benchmark. An acceleration plan will be developed for all students at risk of not meeting grade level standards. School and parent responsibilities will be documented and shared with parents throughout the school year.

***Students are expected to meet the grade level criteria as listed in Appendix A to be eligible for promotion.***

**School Responsibilities**

The school will implement the following plan to ensure ALL students are making continuous progress throughout the school year in order to meet grade level exit criteria standards:

- All students will be given a benchmark assessment in reading and math three times per year to monitor progress.
- Administrators and teachers will use data from these assessments to identify students at risk of not meeting exit criteria standards using the *State Benchmark*.
- Individual Acceleration Plans will be created/updated for all students scoring below the expected criteria. (in the 25<sup>th</sup> percentile or below as identified by the STATE Benchmark).

- Parent/Teacher Conferences will be scheduled to inform parents and to discuss the school and parent responsibilities documented in the Individual Acceleration Plan.
- Parent/Teacher Conferences may also be scheduled for students who exceed the expected criteria, but who score below the 40th percentile.
- School personnel will use research-based practices when implementing instruction with targeted students.
- Parents of identified students will be informed of progress after each benchmark assessment and as needed throughout the year.
- Following the spring benchmark assessments, parents of students not meeting exit criteria standards will be contacted to schedule a conference to discuss assessment data.

### **Parent Responsibilities**

- Stay in close communication with teachers and the school about their child's education and progress.
- Follow the parent plan as outlined in the Individual Acceleration Plan.

### **TIMELINE:**

#### Open House

- Teachers will share and discuss exit criteria-Parent Signature Required.

#### During the First Three Weeks

- All students will be given benchmark assessments in reading and math.
- Teachers and Administrators will analyze data to identify students performing below expected criteria.

#### During the First Nine Weeks (Following Fall Benchmark)

- Parent/Teacher Conferences will be scheduled for any students at risk of not meeting grade level exit criteria standards.
- Individual Acceleration Plans of identified students will be created and shared during the conference.
- Teacher will discuss what growth goals need to be met and the possibility of needing an additional year in the current grade.
- Student progress will be monitored as indicated in the Individual Acceleration Plan.
- Parent communication will be ongoing.

*\*Parents of students enrolling after the first five weeks of school will be notified by the classroom teacher within four weeks of enrollment time.*

#### End of Second Nine Weeks (Winter Benchmark)

- Winter benchmark assessments will be given.
- Teachers and Administrators will analyze data (using the STATE Benchmark) to update acceleration plans and to identify any student performing below expected criteria.
- Acceleration Plans will be updated as needed.
- Teachers will provide written communication to parents about student progress and any changes to the Individual Acceleration Plan-Parent Signature Required.
- Individual Acceleration Plans will be created for any new identified student.
- Parent/Teacher Conferences will be scheduled as needed.
- Teacher will discuss what growth goals need to be met and any possibility of needing an additional year in the current grade within one calendar month of the administration of the winter benchmark.
- Student progress will continue to be monitored as indicated in the Individual Acceleration Plan.
- Parent communication will be ongoing.

#### April/May

- Spring benchmark assessments will be given
- Teachers will analyze data of spring benchmark assessments to update acceleration plans and to identify students who may need possible retention.

#### During the last month of school

- Teachers will provide written communication to parents about student progress-Parent Signature Required.
- Light's Retention Scale Assessment will be given to students not meeting benchmark assessment exit criteria.
- Parent conferences will be scheduled for students not meeting exit criteria.
- Teacher/Parent/School Administrator will meet to discuss data and teacher observations. Placement decision must be finalized during this meeting.
- Placement decision documents will be signed during the conference.

#### **All placement decisions will take into consideration the following:**

- Age
- Physical and social development
- Academic level in language arts and math
- Any identified disabilities or other barriers to learning
- Results of the Light's Retention Scale-5

**Final decisions as to promotion or retention rests with school authorities as set forth in KRS 158.140; however, no student may be retained without prior consultation with the parents.**

**STUDENTS WITH DISABILITIES**

In cases which involve students with disabilities, the procedures mandated by federal and state law for students with disabilities shall be followed.<sup>1</sup>

**REFERENCES:**

<sup>1</sup>P. L. 105-17  
[KRS 158.031](#); [KRS 158.645](#); [KRS 158.6451](#); [KRS 158.6453](#)  
[KRS 158.860](#); [KRS 160.1592](#); [KRS 160.345](#)  
[OAG 82-473](#)

**RELATED POLICIES:**

08.113, 08.222, 08.5, 09.121

**POLICY EVALUATION**

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This policy shall become effective immediately upon adoption by the council and shall remain in effect until amended or rescinded according to council by-laws.

Upon adoption by the council, this policy shall rescind any/all policy/policies pertaining to the formation of council committees adopted prior to this date.

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: \_\_\_\_\_

Date Reviewed or Revised: \_\_\_\_\_

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Date Secretary

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Principal

## Grade Level Exit Criteria

### **Exit Criteria for Kindergarten:**

Read and comprehend at the 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Math Level of 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Mastery of the skills listed below (*minimum* skills required):

<u>Reading Skills</u>	<u>Math Skills</u>
<ul style="list-style-type: none"><li>● Print first and last name</li><li>● Identify and print all capital and lowercase letters</li><li>● Know all consonant sounds</li><li>● Know short vowel sounds</li><li>● Read CVC words (examples: cat, dog, pig, hug, etc.)</li><li>● Read at Level 3-6 (DRA)</li><li>● Read at least 25 common high-frequency words from K-1 sight word list</li><li>● Understand directionality (concepts of print)</li><li>● Copy written text from a model</li></ul>	<ul style="list-style-type: none"><li>● Count to 50</li><li>● Write numbers 0-20</li><li>● Count at least 10 objects</li><li>● Identify numbers 1-10 in random order</li><li>● Add and subtract with 5, fluently</li><li>● Know basic shapes (circle, square, triangle, rectangle)</li></ul>

## **Exit Criteria for First Grade:**

Read and comprehend at the 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Math Level of 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Mastery of the skills listed below (*minimum* skills required):

<u>Reading Skills</u>	<u>Math Skills</u>
<ul style="list-style-type: none"><li>● Read at Level 16 (DRA)</li><li>● Know all letter sounds (including short and long vowel sounds)</li><li>● Read at least 50 common high-frequency words from K-1 sight word list</li><li>● Read words with CVCe pattern (Examples: cake, like, hope, etc.)</li><li>● Sound out grade level two-syllable words</li><li>● Read more than 34 words per minute</li><li>● Write complete sentences (Capitalization/Punctuation)</li></ul>	<ul style="list-style-type: none"><li>● Identify and write numbers to 100</li><li>● Count to 100</li><li>● Skip count by 2s, 5s, and 10s</li><li>● Know the meaning of common symbols (+, -, =,)</li><li>● Add and subtract facts (0-10) fluently</li><li>● Compares two digit numbers using place value blocks (tens, ones)</li><li>● Identify coins (penny, nickel, dime, and quarter)</li><li>● Tell, write, and demonstrate time to hour and half hour</li></ul>

## **Exit Criteria for Second Grade:**

Read and comprehend at the 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Math Level of 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Mastery of the skills listed below (*minimum* skills required):

<u>Reading Skills</u>	<u>Math Skills</u>
<ul style="list-style-type: none"><li>● Read at Level 20-24 (DRA)</li><li>● Read more than 72 words per minute</li><li>● Read compound words, contractions, possessives, inflectional endings</li><li>● Read multisyllabic words</li><li>● Understand and explain common antonyms and synonyms.</li><li>● Spell sight words accurately</li><li>● Spell previously studied phonetically regular words correctly</li></ul>	<ul style="list-style-type: none"><li>● Read and write whole numbers 0-1000</li><li>● Identify odd or even numbers</li><li>● Orders and compares whole numbers through hundreds place</li><li>● Add and subtract within 20.</li><li>● Add and subtract within 100, with and without regrouping</li><li>● Add and subtract using a number line.</li><li>● Count money using dollar bills, quarters, dimes, nickels, and pennies.</li><li>● Tell and write time to the hour, half hour, and quarter hour</li><li>● Measure length to the nearest inch or centimeter</li><li>● Recognize triangles, quadrilaterals, pentagon, hexagon, and cube</li><li>● Solve multiplication problems 0-5 using repeated addition and rectangular arrays.</li></ul>

## **Exit Criteria for Third Grade:**

Read and comprehend at the 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Math Level of 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Mastery of the skills listed below (*minimum* skills required):

<u>Reading Skills</u>	<u>Math Skills</u>
<ul style="list-style-type: none"><li>● Read at Level 30 (DRA)</li><li>● Read more than 91 words per minute</li><li>● Spell frequently used sight words accurately</li><li>● Spell previously studied phonetically regular words correctly</li><li>● Identify prefixes, suffixes, and root/base words.</li><li>● Identify the different types of text structure (Compare/Contrast, Problem/Solution, Cause/Effect, Description, Sequencing-Chronological Order)</li><li>● Score a 70% average on comprehension as evident in grade level assessments</li><li>● Understand and identify similes and metaphors</li></ul>	<ul style="list-style-type: none"><li>● Read and write whole numbers 0-10,000</li><li>● Order and compare whole numbers through ten thousand place</li><li>● Add and subtract within one thousand with and without regrouping</li><li>● Know all multiplication facts (0-9)</li><li>● Recognize and label basic fractions (Whole, <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>)</li><li>● Tell time to the nearest hour, half hour, quarter hour, and five minutes</li><li>● Understand elapsed time using hours and minutes</li><li>● Measure length to the nearest inch and <math>\frac{1}{2}</math> inch</li><li>● Find the area of a 2D model</li><li>● Find the perimeter of a 2D model</li><li>● Identify basic quadrilaterals (square, rectangle, rhombus, trapezoid, parallelogram)</li><li>● Solve word problems using all operations</li></ul>



## **Exit Criteria for Fourth Grade:**

Read and comprehend at the 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Math Level of 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Mastery of the skills listed below (*minimum* skills required):

<u>Reading Skills</u>	<u>Math Skills</u>
<ul style="list-style-type: none"><li>● Read at Level 34 (DRA)</li><li>● Read more than 105 words per minute</li><li>● Read multisyllabic words</li><li>● Spell frequently used sight words accurately</li><li>● Spell previously studied phonetically regular words correctly</li></ul>	<ul style="list-style-type: none"><li>● Read and write whole numbers 0-100,000</li><li>● Add and subtract within ten thousand with and without regrouping</li><li>● Fluent in multiplication facts (0-9's)</li><li>● Multiply up to a 4-digit number by a 1-digit number</li><li>● Multiply two-digit numbers by 2-digit numbers</li><li>● Divides up to a 4-digit number by a one-digit divisor</li><li>● Recognize and find equivalent fractions</li><li>● Solves simple one step word problems</li></ul>

## **Exit Criteria for Fifth Grade:**

Read and comprehend at the 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Math Level of 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Mastery of the skills listed below (*minimum* skills required):

<u>Reading Skills</u>	<u>Math Skills</u>
<ul style="list-style-type: none"><li>● Read more than 119 words per minute</li><li>● Read at Level 38 (DRA)</li><li>● Read multisyllabic words</li><li>● Spell frequently used sight words accurately</li><li>● Spell previously studied phonetically regular words correctly</li></ul>	<ul style="list-style-type: none"><li>● Write and solve simple numerical expressions</li><li>● Read, write, and compare decimals to the thousandths place</li><li>● Add and subtract decimals to the thousandths place</li><li>● Multiply multi-digit numbers</li><li>● Multiply a decimal by a whole number</li><li>● Divide three-digit numbers by a 2 digit divisor</li><li>● Divide a decimal by a whole number</li><li>● Add and subtract fractions with simple unlike denominators</li><li>● Solve one-step word problems</li><li>● Find the volume of a rectangular prism</li><li>● Graph points in the first quadrant of a coordinate plane</li><li>● Know multiplication facts 0-12</li><li>● Classify 2D shapes based on properties</li></ul>

## **Exit Criteria for Sixth Grade:**

Read and comprehend at the 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Math Level of 25th percentile as measured by a nationally norm-referenced assessment and/or other classroom assessment tools.

Mastery of the skills listed below (*minimum* skills required):

<u>Reading Skills</u>	<u>Math Skills</u>
<ul style="list-style-type: none"><li>● Reads more than 122 words per minute</li><li>● Reads at Level 44 (DRA)</li><li>● Reads multisyllabic words</li><li>● Spell frequently used sight words accurately</li><li>● Spell previously studied phonetically regular words correctly</li></ul>	<ul style="list-style-type: none"><li>● Multiply and divide fractions and mixed numbers</li><li>● Solve problems using ratio and rate</li><li>● Divide multi-digit numbers by a 3-digit divisor</li><li>● Convert a rational number to a decimal and/or fraction</li><li>● Use positive and negative numbers on a number line (vertical and horizontal)</li><li>● Identify all four quadrants of the coordinate plane</li><li>● Write and solve numerical expressions</li><li>● Read, write, and evaluate expressions with variables</li><li>● Find area, surface area, and volume of triangles, quadrilaterals, and polygons</li><li>● Classify three-dimensional objects (cubes, prisms, pyramids, cones, and spheres)</li><li>● Formulate questions, collect data, analyze data, and interpret results of statistical data</li><li>● Display statistical data appropriately</li></ul>