A.3.1 MASTERY AND PROMOTION

Create Academy is committed to ensuring all students achieve at high levels. Through regular assessment, analysis of progress, and revision of instruction, Create Academy will ensure students master grade level learning objectives and are promoted on to the next grade, leading to high school graduation after twelfth grade and readiness for post-secondary education.

This section outlines the ways promotion will be attained and determined as well as the process for student retention.

A. Criteria For Grade Level Promotion

Students will demonstrate mastery of standards based on multiple forms of assessment in each course or academic "session." Their final grades will be determined after their performance in all of the following assessment categories have been averaged. Those categories, all of which will be driven by Arizona's College and Career Ready Standards, are as follows:

- Daily teacher-created formative assessments
- End-of-unit projects
- End-of-unit curriculum committee-created formative assessments
- End-of-semester presentations
- Summative assessments three times a year
- State assessments

Level of Proficiency Required to Demonstrate Mastery of Academic Core Content
Create Academy will establish a grading criteria where an average score of 70% in each unit or course indicates the student has a basic proficiency of the content and may move on to the next unit or course. When a student scores an 80%, it will indicate the student has mastered the course content, while a 90% average indicates the student has advanced mastery of the course content. Because the arts integration will serve as an instructional strategy used to facilitate the learning of core academic subjects, a student's mastery of the arts within the academic subjects will be evaluated in terms of their support for the academic standards. Within the studio arts courses and elective courses, students will be expected to demonstrate proficiency in the specific standards that relate to each of those arts and elective courses. will be integrated into the core academic courses as an

At Create Academy, teachers will be trained and normed in grading policies at the beginning of the school year so that grades are valid and consistent across classrooms and content areas. These practices will be revised at the beginning of the second semester as well. The chart below explains Create's grading system.

Figure A.3.1.1: Create Academy Grading System

Letter Grade	*Percentage*	*Definition*
A	90%-100%	Student has demonstrated advanced mastery of course objectives and standards.
B	80%-89%	Student has demonstrated mastery of course objectives and standards.
C	70%-79%	Student has demonstrated proficiency of course objectives and standards.
Incomplete	Below 70%	Student has not demonstrated proficiency of course objectives and standards.

B. Process for Grade Level Promotion and Retention

K – 3rd Grade Promotion

Students will be promoted between each grade level when they show proficiency (70% or better) in core academic assessment categories.

3rd to 4th Grade Promotion

Students will be promoted between each grade level when they show proficiency (70% or better) in core academic assessment categories.

In 3rd grade in particular, as per the state statute, Move On When Reading, students who receive a Falls Far Below score in their state reading assessment will not be promoted from the third to fourth grade. There are two exceptions to this statute that will prevent Create Academy from retaining a third grader who falls far below proficiency on the state reading assessment: One exception is an English Language Learner (ELL) who has had less than two years of English instruction, and the other exception is a student with an individualized education plan (IEP) in reading or language whose teachers and parents/guardians agree that it is in the best interest of the student to be promoted to fourth grade.[1] For any third graders who are retained due to MOWR will receive interventions with teacher and parent/guardian input in accordance with state law.[2]

[1] "Move on When Reading." Arizona Department of Education Website. <http://www.azed.gov/mowr/faq/>http://www.azed.gov/mowr/faq/>

[2] Statute 15-701: Common school; promotions; requirements; certificate; supervision of eighth grades by superintendent of high school district; high school admissions; academic credit" Arizona State Legislature: <http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/15/00701.htm&Title=15&DocType=ARS>

5th – 6th Grade Promotion

Students will be promoted between each grade level when they show proficiency (70% or better) in core academic assessment categories.

7th – 9th Grades Promotion

In order for students to promote from 7th to 8th grades, they must earn a proficient score of 70% or better in core academic courses. Additionally, students must pass all state assessments for grades 7-8 prior to entering 9th grade. If students have not passed all state assessments for grades 7-8 prior to the 9th grade then they may be retained.

Retention and Promotion

While the decision to retain a student or promote a student will be a decision primarily led by each child's teachers, the Directors of Elementary and Secondary Education will oversee the final decision for their respective grade levels.

Parent/Guardian Communication for Students of All Grades

All students' progress will be formally communicated to parents/guardians every four weeks via an online learning management plan. This will ensure parents of children not on track to promotion are informed in a timely manner, whether their child is excelling or requires intervention strategies. This system will allow teachers to easily input student achievement information online and for parents to receive either hard copies of their student's information in the mail or digital copies via email.

Student Data Tracking

Once a month, teachers will use part of their weekly staff meeting to create individual learning plans for students who are not on track to mastery. Parents and students will receive a copy of this teacher-created plan, and students' progress will be monitored carefully. When intervention is needed, teachers will offer formalized opportunities to reteach as well as give students multiple opportunities to relearn the core content. For those students who regularly achieve advanced mastery scores, teachers will provide enrichment and accelerated opportunities for further growth in small groups during class, during the enrichment and acceleration bloc during the school day, and during after-school tutoring.

Student Action Plan

If a student receives a below proficient grade on more than one progress report, sent to families every 4 weeks, the student, student's parents, and teachers will meet in a conference to discuss the student's challenges and determine a plan of action that incorporates and develops the student's original learning plan. Create Academy will

incorporate the Response to Intervention model and provide students with multiple opportunities to relearn through reteaching methods.

If a student is not meeting the required minimum grade of "70%," a parent-teacher-student meeting will be called. At this meeting, all parties will assess the student's needs and create an "Action Plan" documenting the students' needs and required interventions.

Finally, the school directors will evaluate, alongside the Special Education Teacher, whether or not the students' needs are related to a learning disability. If she is entitled to special education services or bilingual services, then she will be allotted the appropriate support needed.

If a student's learning challenges are related to her level of English proficiency (as measured by the AZELLA), then he/she, too, will be allotted the appropriate services to which he/she is entitled.

If, after having many opportunities to relearn, the student does not exhibit proficiency in their core academic courses, and is neither a Special Education Student nor an English Language Learner, then that student may be recommended for retention.