A.3.1 Mastery and Promotion

Grades K-8

Ethos Academy students in grades K-8 will be promoted to the next grade level based on their measured academic growth, performance and achievement. This achievement is based upon analysis of a combination of major summative and end-of-unit assessment scores, as well as overall classroom grades and performance.

A. Criteria for Mastery and Grade Level Promotion

Ethos Academy will examine several factors, including classroom instructional data compiled in each student's Continuous Improvement System (CIS) and Student Action Plans (SAP), as well as the results of interventions if applicable, in determining a student's yearly promotion or retention. Classroom grades based on homework, end-of-unit formative assessments, performance on project-based assignments and any other graded class work will be used to inform teachers, parents, the Director and the Dean of Academics on cumulative academic progress and growth. Additionally, end-of-unit quarterly assessments will be conducted, which will collectively (over the course of the year) cover all of the ACCRS standards for each grade level.

Ethos Academy considers ninety percent (90%) their mastery level indicator for core content subjects; eighty percent (80%) indicates a level of proficiency demonstrated for each specific standard taught and assessed. Thus, the proficiency level for all individual standards is demonstrated by earning a minimum score of 80% on all cumulative assessments. In order to be promoted to the next grade level, a student must score an average of 80% or better on all math and reading summative assessments throughout the academic year. Students, who do not reach a level of proficiency on any assessed standards, will participate in intervention blocks designed by the teacher and the school's math/reading interventionists. Students who do not reach a level of proficiency on one or more standards will be given an opportunity to engage in differentiated learning activities and interventions, followed by a re-test of the same standard(s). Additional formalized interventions will take place for students who are not proficient after the re-test. Ethos Academy will provide a math and reading "acceleration" class to provide these formalized interventions as outlined in our Response to Intervention (RTI) model (see Program of Instruction section).

Grade 3

To maintain compliance with *Arizona Move on When Reading* legislation, Ethos Academy will not promote a third grade student "if the pupil obtains a score on the reading portion of the Arizona instrument to measure standards test, or a successor test, that demonstrates that the pupil's reading falls far below the third grade level." Based on Arizona state law, there are two exceptions to this including English Language Learners (who have received less than two years of English instruction) and students with disabilities who have previously been retained. All

parents will be notified annually that 3rd graders who are reading far below the third grade reading level will not be promoted. For third graders who are at risk of being retained, the parents/guardians, the student's teacher and the Dean of Academics will choose the most appropriate reading interventions and remedial strategies for the student.

B. Process for Grade Level Promotion and Retention

Tools: Continuous Improvement System ("CIS") and Student Action Plans ("SAP")

Teachers will ultimately recommend students for promotion. They will use the above mentioned scores and measures, as well as the following tools to inform their recommendations:

The Continuous Improvement System will be used as a primary resource in monitoring students and their mastery of concepts. CIS is a tracking system, in the form of a spreadsheet that is used and updated by teachers, which will easily identify student scores for every standard. This system easily identifies alignment to individual ACCRS standards but is more so utilized to monitor student achievement at grade level. Each student's CIS will be updated as assessments are completed for each standard; this will help teachers and the Dean of Academics closely track and monitor students proficiency/mastery levels for every concept and objective covered.

Student Action Plans are an additional tracking system in the form of a report, designed for students and parents. SAP reports will be updated and distributed by teachers after every math/reading test. The SAP reports will monitor a student's mastery level of all concepts within every unit in all the core subject areas. The intent is for students to obtain a simple overview of their individual concept mastery and engage in a self-evaluation process to increase motivation and ownership of their academic performance. Parents will have access to their student's SAP in an online digital and/or printed report format to monitor their progress. This document is a confidential method to communicate student progress and will assist in "engaging family members" per the mission of Ethos Academy.

<u>Regular Progress Reports and Communications</u>

Teachers will remain in close contact with families throughout the school year, keeping them informed and updated on their student's academic progress. This will happen through: CIS and SAP tools, quarterly progress/grade reports, quarterly APTT meetings, scheduled conferences, phone calls and home visits – on as needed/warranted basis. It is important to Ethos Academy that parents stay well informed of their child's progress and academic standing.

Academic Parent Teacher Team ("APTT") meetings are an alternative method of conducting traditional parent teacher conferences. They are designed to be quarterly opportunities for parents to meet as a whole group for an informational session in their student's classrooms. The purpose of these meetings is to allow teachers to give an overview of the curriculum and methods of instruction being used in the classroom, to share student data on levels of

achievement (confidentially), and to reinforce what the overall academic goals and expectations are at Ethos Academy. These quarterly opportunities give parents a glimpse of what and how their students are learning, as well as how their student is performing academically. APTT meetings also give teachers a chance to teach parents various skill-building strategies they can use at home with their child and provide the corresponding take-home resources to accompany these strategies. APTT meetings are also an excellent way to build a sense of classroom community among Ethos Academy families.

Retention Process

If a student is consistently performing below proficiency level (80%) in reading and math, in both classroom and summative assessments, by mid-point in the year the teacher and Dean of Academics will formally contact the parent/guardian to notify them that their child is at risk for retention. A meeting will be scheduled promptly to discuss the criteria for retention, specific areas of deficiency and to review applicable assessment scores and data. Together, parents, the teacher and the Dean of Academics will create a strategy that is attached to the student action plan (SAP) which may include attendance and/or behavioral contracts, sign-up for afterschool tutoring services, specific strategies parents can use to increase their student's achievement in reading and/or math at home. This action plan will be reviewed during monthly in-person meetings until the identified student is performing at mastery level. If, after all prescribed interventions and possible summer interventions take place, the student is not performing at 80% proficiency in reading and/or math - the student will be retained pending final approval by the student's teacher, parent, the Director and the Dean of Academics.