A.3.1 Mastery & Promotion

Scholar promotion in grades K-8 at Leman Academy of Excellence will be determined based on a variety of indicators, as defined by Arizona and Common Core State Standards and school academic expectations. These indicators will include grade specific formative and summative assessments given by the teachers to determine each scholar's academic learning performance and achievement in the state standards, along with Galileo benchmark assessments administered four times throughout the school year to assess each scholar's mastery of standards in each content area, and in some cases a scholar will not be promoted based on their score on the state accountability reading test.

Promotion from one grade level to the next level is based upon each scholar's progress toward the achievement of high standards that are both rigorous and achievable. The administration, faculty and staff of Leman Academy of Excellence will make every effort to help each scholar be academically successful in the classroom, using the specific formative and summative assessments along with the Galileo benchmark scores to identify those scholars who may be at risk for not mastering standards. Teachers may offer help to scholars through differentiated instruction in a large group setting, small group instruction (3-6 scholars), or through small groups of 2-3 scholars or with one-on-one instruction to work with a particular group of scholars or scholar who may need extra instruction.

Mastery of a content area will be determined by achieving an 80% or above on standards based assessments. A score of 80% or above on Arizona and Common Core Standards will be determined by a scholar's performance on grade specific formative and summative assessments both during and after each instructional unit, and with the Galileo benchmark assessments. Again, if gaps in learning are identified with a scholar, differentiated instruction with participation in small group intervention instruction to support a scholar who may be at risk for not mastering standards. Scholars will be given an opportunity to re-take an assessment to demonstrate mastery of the standards in a content area.

A. Criteria for Grade Level Promotion

Leman Academy of Excellence is focused on each individual scholar demonstrating growth in learning, and for all scholars to achieve at high academic levels, meeting or exceeding the grade-level standards established by the state. Scholars will need to demonstrate a proficient level of 70% or above (see Grading Scale) of course content in order to be promoted.

The Criteria for Grade Level Promotion will include:

Achievement:

- Each scholar must achieve a score of mastery at 80% or above on grade specific formative and summative assessments of Common Core standards in reading, writing, math, science and history demonstrating a high level of knowledge and understanding to be promoted to the next grade level.
- Each individual scholar must achieve a 70% or higher overall in each subject area of reading, writing, math, science and history demonstrating that the scholar has a strong working knowledge and understanding of course content to move on to the next grade level. The overall grade will be based on a weighted average of 80% from all scores related to assessments of Common Core standards and 20% from projects,

classwork, and assignments.

- Each individual scholar in grades 3-8 will need to have a passing score on the state accountability exam.

Attendance:

- The minimum attendance standard for the Leman Academy of Excellence scholar's is 90% of the days of the school year per A.R.S. §15-802 and A.R.S. §15-803. Extenuating circumstances will be considered on an individual basis. Based on 180 days of school, scholars who may be absent 10% or more of the school year, or 18 days, may need to be retained.

Leman Academy of Excellence Grading Scale for Core Academic Subject:

A: 90 – 100% - scholars demonstrate advanced mastery of course content – very high level of knowledge and understanding
B: 80 – 89% - scholars demonstrate mastery of course content – high level of knowledge and understanding
C: 70 – 79% - scholars demonstrate proficiency of course content – strong level of knowledge and understanding
D: 60 – 69% - scholars have not demonstrated proficiency of course content – not a strong level of knowledge and understanding
F: below 60%

Finally, scholars who receive a "D" (60-69%) or an "F" as a final grade in either reading, writing or math will be advised to seek summer tutoring (through a recommended outside source), participate in summer school, or participate in an intensive reading/math summer program as recommended by the teacher or Administration.

Grade 3

It is our desire at Leman Academy of Excellence that parents be advised early and clearly of changes to the newly revised law, the *Arizona Move on When Reading* legislation, that states a scholar shall not be promoted from the third grade if the pupil obtains a score on the state accountability reading test that demonstrates the scholar's reading falls far below the third grade level.

There are two exemptions from ARS §15-701. In accordance with the new law, a school district or governing board or the governing body of a charter school may be allowed to promote a pupil who earns a score that falls far below the third grade level for one of the following reasons:

- English Language Learners or Limited English Proficient that have received less than two years of English instruction
- Scholars with disabilities provided that the pupil's individualized education program (IEP) team and the pupil's parent or guardian agree that promotion is appropriate based on the pupil's IEP.

B. Process for Grade Level Promotion and Retention

Throughout the school year, teachers will clearly and effectively communicate to parents about the social and academic progress of their child through phone calls, parent-teacher conferences, and through academic progress reports. After Quarter 2, a teacher will review

each individual scholar's academic performance and achievement. If a teacher should be concerned about a scholar not meeting the above listed criteria, then the parent will be initially notified of the risk for retention by December 18, 2015. This will allow the school and the home to work together closely and provide remedial strategies for the scholar to better ensure success as the scholar begins the 3rd Quarter. These strategies may include an increase in school attendance, fewer tardies, proven strategies for at-home remediation, enrollment in a tutoring program, one-on-one tutoring, or an academic contract for the scholar.

A second meeting between the teacher and parent will take place on or around March 1st, allowing the teacher to monitor the scholar's progress and to make any necessary adjustments to the plan. The teacher and the parent will meet again on or around May 1st to discuss the scholar's academic progress, success of implemented strategies, and if necessary, retention possibilities. It is our desire at Leman Academy of Excellence to work closely with the home in the education of their child and partner well with the home in educational decisions. The school (teachers and Administration) will make the final decision, with family input, as to scholar retention and promotion. Leman Academy of Excellence is also concerned about the education of the whole child (academically, emotionally, socially); therefore, decisions regarding retention and promotion will be made in view of the whole child.

Additionally, in order to comply with the *Arizona's Move on When Reading Program*, all parents will be notified annually that their child who "is reading far below the third grade level will not be promoted from the third grade." In other words, a 3rd grade scholar will not be promoted if they receive a score on the reading portion of the Arizona instrument to measure standards that demonstrates the scholar is reading far below 3rd grade level.

Unless:

- The scholar is an English Learner or has limited English proficiency and had fewer than two years of English instruction.
- The child has a disability and the scholar's Individualized Educational Plan team agrees that promotion is appropriate based on the IEP.

Scholars who are not promoted from 3rd grade because they are identified as reading far below 3rd grade level will have one of the following intervention and remedial strategies[1]:

- In the next academic year, be assigned to a different teacher for reading instruction
- Participate in summer school reading instruction
- In the next academic year, receive intensive reading instruction that occurs before, during, or after the regular school day, or any combination of before, during and after the regular school day
- Receive on-line reading instruction

Parents, or guardians, of the scholar, along with the teacher will determine which of the above remediation strategies is the most appropriate intervention for the scholar.

Scholars and parents will receive regular feedback and academic progress reports indicating the scholar's performance in the core academic subjects. Any scholars who fall below the academic standards of the school and its criteria for grade level promotion will receive intervention and remedial strategies. This may include pull out sessions, after

school one-on-one tutoring, small group intervention instruction, at home instruction, or summer school.

Leman Academy of Excellence will provide screenings for scholars entering grades K-3, identifying scholars with reading deficiencies. Leman Academy will also communicate to parents if testing results should indicate that their child entering K-3 is reading far below grade level in order to partner early with our parents regarding the *Arizona's Move on When Reading Program* legislation.

A.3.1 Sources:

1. *Move On When Reading for Administrators* – Arizona Department of Education. Retrieved from www.azed.gov/mowr/administrators