A.3.1 Mastery and Promotion

Synergy Public School students in grades K-5 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

In order to demonstrate mastery of the Arizona College and Career Readiness Standards (AZCCRS), multiple forms of assessment will be utilized in each class at Synergy Public School. Final grades will be configured through an average of different assessment categories outlined below:

- End of lesson assessments: Delivered to students after direct instruction and in small group.
- Weekly Formative Assessments
- Comprehensive summative assessments: Delivered through the NWEA, Galileo Benchmarks and State Assessment (AzMERIT).

At Synergy Public School, the percentage that demonstrates proficiency or mastery of a skill or content has been set at 80%. This is intentionally set higher than the standard score of 70% utilized by other educational institutions. The rationale behind this percent is to guide and push students to surpass the AZCCRS, not just meet them. On norm-referenced tests, the 80% will be determined based on number of questions the student answers correctly out of the number of questions assessed. On end of the lesson assessments, the 80% will be determined by the number of problems presented or a rubric.

The grading system at Synergy Public School will be:

- 90-100% is an A/Highly Proficient. The student has displayed mastery that exceeds the objective(s).
- 89-80% is a B/Proficient. The student has displayed proficient mastery of the objective(s).
- 79-65% is a C/Minimally. The student is approaching mastery of the objective(s).
- 64% and below is a D/Not Proficient. The student has not mastered the objective(s).

In order for student to promote from one grade to the next grade, they must earn a mastery score of 80% or better in academic classes. In addition, students must pass all state assessments for that grade. If students do not pass the state assessments, they may be retained.

Grade 3

To maintain compliance with *Arizona Move on When Reading* legislation, Synergy Public School 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 is not proficient at 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 Executive Directors will choose the most appropriate reading interventions and remedial strategies for the student.

B. Promotion and Retention Requirements

The teachers provide the data and recommendations for student retention. The Executive Directors will oversee the final decision to retain a student after viewing all the data. Synergy Public School has intentionally embedded interventions and safeguards to minimize student retention, as outlined below:

Parent/Guardian Communication for Students (All Grades)

Each student at Synergy will have his/her progress formally communicated to parents/guardians throughout the year through quarterly parent teacher conferences, mid-term progress reports, assessment data, weekly communication by e-mail, phone call or written notes. This will safeguard that communication is explicit and timely between Synergy and the parent/guardian. During second quarter conferences, teacher will be required to document on report card students not progressing and are in jeopardy of being retained.

Layers of Intervention

- Students are presented with maximum opportunities to master the curriculum:
- Through end of the lesson assessments based on whole group direct instruction.
- Small group intervention with the classroom teacher using an alternate lesson.
- Leveled reading and math intervention classes with placement determined by assessment.
- Enrichment opportunities through online learning and project based learning.

Intervention Team Meeting

Members of the interventions team will review students in regular education who are not making adequate gains despite standard program intervention. In particular, students who are struggling with academics, behavior, and/or attendance are reviewed will be supported with additional school resources. Interventions will be developed with the teacher and parent to help the child attain greater academic growth.

Identification of Special Needs

The schools contracted psychologist will evaluate, alongside the Special Education Teacher, whether or not the students' needs are related to a learning disability. If he/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 their 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 the layers of intervention outlined above, 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.

C. Area II of the Academic Systems Plan Consistency

The Mastery and Promotion plan aligns to Area II of the Academic Systems Plan.