A.3.1 Mastery and Promotion
The French American Academy of Arizona

A) Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.

The following criteria apply to all students, including students with special education needs.

All students wishing to apply to the French American Academy will be given a placement test to evaluate their current level of French. This placement testing determines which grade or class they may enter at the time of enrollment. Evaluations will consist of an oral and written interview with Francophone staff and will be administered before final enrollment is completed. Kindergarten students will receive only the oral interview portion of the placement test to determine which class they may enter, Beginner French Kindergarten, or Advanced French Kindergarten. The same evaluation will be conducted for each child wishing to enroll, regardless of their application status. Space in each class is limited and should enrollment in a class exceed capacity, the school shall follow the procedures outlined in section C.2g compliant with A.R.S. §15-184. The decision of class placement rests with the Chief Education Officer and is final.

At the end of Kindergarten, all Kindergarten students will be evaluated using the French National End of Year Evaluation. To advance to first grade, all Kindergarten students must score 65% or above on this evaluation. If they score below 65%, it will be recommended to the parents that the students repeat Kindergarten. This score was chosen because it is the minimum score required on this evaluation by the French National Ministry of Education which demonstrates the required level of proficiency to move forward. This test and resulting score was determined to be sufficient to ensure the student will understand the instruction given in subsequent years of the FrenchAm Academy's dual language program. No student will be promoted to first grade if they do not meet this minimum score.

All Kindergarten students will also be evaluated using an end of year English evaluation. To advance to first grade, all Kindergarten students must score 70% or above on this evaluation. If they score below 70%, it will be recommended to the parents that the students repeat Kindergarten. This score was chosen because it is consistent with the minimum level of proficiency required in core academic areas at FrenchAm Academy. This test and resulting score was determined to be sufficient to ensure the student will understand the instruction given in subsequent years of the FrenchAm Academy's dual language program. No student will be promoted to first grade if they do not meet this minimum score.

Elementary students from first grade to fifth grade will also be evaluated at the end of the year using the French National End of Year Evaluation for their grade level in French. Students must score 65% or above on this evaluation to pass from one grade to the next, in addition to the scores on the report card outlined in the next paragraph. This score was chosen because it is the minimum score required on this evaluation by the French National Ministry of Education which demonstrates the required level of proficiency to move forward.

Elementary students will also receive quarterly report cards from both the French teacher and English teacher. These report cards contain cumulative grades in each subject area; students receive grades in math, language arts, science, and social studies that demonstrate their mastery of these academic areas in the language in which they are taught. The minimum level of proficiency required in a core academic area at FrenchAm Academy is 70%. Therefore, students must have a cumulative average of 70% in each English language subject and a cumulative average of 70% in each French language subject on their final report card of the year to pass to the next grade. This requirement is in addition to the 65% score required on the French Evaluation outlined in the paragraph above. If a student scores below 70% in either language on the final report card or below 65% on the French evaluation, it will be recommended to the parents that the student repeats the grade.

Beginning in third grade, students will take a nationally standardized test, such as the Iowa Test of Basic Skills, at the end of the year. In addition to the French and English curriculum mastery criteria above, students who score below average on this test will be retained. In addition to these criteria, we will be consistent with any State requirements.

No student will be allowed to promote to the next grade if they do not meet these requirements. The decision on all grade promotions rests with the Chief Education Officer and is final. The following is a summary of criteria for promotion for each grade:

Criteria for promotion from Kindergarten to First Grade:

- Minimum score of 65% on French National End of Year Evaluation **and**
- Minimum score of 70% on the English end of year evaluation

Criteria for promotion from First to Second Grade:

- Demonstrated minimum proficiency and mastery of core academic areas as measured by final report card cumulative score of 70% or above in English, including Language Arts, Math, Social Studies, and Science, **and**
- Demonstrated minimum proficiency and mastery of core academic areas as measured by final report card cumulative score of 70% or above in French, including Language Arts, Math, Social Studies, and Science, **and**
- Minimum score of 65% on French National End of Year Evaluation

Criteria for promotion from Second to Third Grade:

- Demonstrated minimum proficiency and mastery of core academic areas as measured by final report card cumulative score of 70% or above in English, including Language Arts, Math, Social Studies, and Science, **and**
- Demonstrated minimum proficiency and mastery of core academic areas as measured by final report card cumulative score of 70% or above in French, including Language Arts, Math, Social Studies, and Science, **and**
- Minimum score of 65% on French National End of Year Evaluation

Criteria for promotion from Third to Fourth Grade:

- Demonstrated minimum proficiency and mastery of core academic areas as measured by final report card cumulative score of 70% or above in English, including Language Arts, Math, Social Studies, and Science, **and**
- Demonstrated minimum proficiency and mastery of core academic areas as measured by final report card cumulative score of 70% or above in French, including Language Arts, Math, Social Studies, and Science, **and**
- Minimum score of 65% on French National End of Year Evaluation, **and**
- Minimum score of average/proficient on national standardized testing in all categories tested

Criteria for promotion from Fourth to Fifth Grade:

- Demonstrated minimum proficiency and mastery of core academic areas as measured by final report card cumulative score of 70% or above in English, including Language Arts, Math, Social Studies, and Science, **and**
- Demonstrated minimum proficiency and mastery of core academic areas as measured by final report card cumulative score of 70% or above in French, including Language Arts, Math, Social Studies, and Science, **and**
- Minimum score of 65% on French National End of Year Evaluation, **and**
- Minimum score of average/proficient on national standardized testing in all categories tested

Criteria for promotion from Fifth to Sixth Grade:

- Demonstrated minimum proficiency and mastery of core academic areas as measured by final report card cumulative score of 70% or above in English, including Language Arts, Math, Social Studies, and Science, **and**
- Demonstrated minimum proficiency and mastery of core academic areas as measured by final report card cumulative score of 70% or above in French, including Language Arts, Math, Social Studies, and Science, **and**
- Minimum score of 65% on French National End of Year Evaluation, **and**
- Minimum score of average/proficient on national standardized testing in all categories tested

B) Describe a comprehensive viable and adequate process that school will use to determine grade level promotion and retention consistent with State requirements.

Elementary students are promoted based on the criteria in Section 3.1a. Students will receive report cards quarterly. In addition to the quarterly report cards, students receive continual formative assessments which are reviewed weekly during the Combined Teacher Meeting. Summative assessments are given at the end of each unit of study; these formative and summative assessments combine to form the quarterly grades. Teachers will analyze the assessment data and make recommendations for students who are not performing on a weekly basis, as per our Academic Systems Plan.

Layers of Education

Layer one is our small class size and our direct, teacher-led instruction, specifically the teacher model/inquiry method, including a multisensory approach and project-based learning for reinforcement. Teachers use the small class size and research and experience-based best practices to provide the best possible instruction from the beginning.

Layer two is our remediation strategy for students who are not performing at the minimum level of proficiency, as described in "Remediation" in Section 6, Instructional Analysis:

Using the Response to intervention model (RTI), the FrenchAm Academy will use pull out (small group) instruction for any student who falls below 70% in any French language or English language core academic area. Teachers will review grade reports every Friday on the Teacher Planning Day. The teacher will make a list of students who need remediation the following week. FrenchAm Academy also offers tutoring every Friday during the school year.

Layer three includes a parent-teacher conference and recommended Friday tutoring. If after two weeks of Layer two remediation the student performance has not improved to the minimum proficiency level of 70%, parents will be notified via email or a letter sent home by the student's teacher requesting a parent-teacher conference. At this meeting, Friday tutoring will be recommended.

Due to FrenchAm Academy's small class size, teachers are able to provide continual assessments to quickly identify and support students who may be struggling to meet learning targets. This class size and our methods of instruction are vital to ensuring students are able to be successful in our rigorous dual language program. Having a dedicated day each week for teachers to analyze student performance and share information with peer instructors is central to providing a learning environment that supports pupil achievement.

At the close of the academic year, final report cards will be prepared and French National End of Year Evaluation results will be reviewed by the teacher. If ultimately a student does not receive a 70% or better cumulative final grade in all core English academic subjects, **and** a 70% or better cumulative final grade in all core French academic subjects, **and** a 65% or better on their French National End of Year Evaluation as detailed above in section 3.1a, they will be retained. Upon processing of final grades this decision will be made official and communicated to the student's parents by the Chief Education Officer.

Beginning in third grade, students will take a nationally standardized test, such as the Iowa Test of Basic Skills, at the end of the year. In addition to the French and English curriculum mastery criteria above, students who score below average on this test will be retained. In cases where a third, fourth, or fifth grade student receives a below average score on standardized testing, the decision to retain the student will be made official and communicated to the student's parents by the Chief Education Officer. In addition to the above and pursuant to ARS §15-701 and §15-704 Move On When Reading, no student shall be promoted from the third grade who "…does not demonstrate sufficient reading skills as established by the board."[1] In addition to all the above criteria, we will be consistent with any additional State promotion and retention requirements.

All reasonable efforts will be made during the year in accordance with our Academic Systems Plan to avoid the outcome of a student repeating a year.

C) Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.

The minimum score of 65% on the French National End of Year Evaluations was chosen because it is also the minimum required to pass from one grade to the next, outlined in the French curriculum as defined by the French National Ministry of Education. The minimum score of 70% for Kindergarten English end of year evaluations was selected because it is consistent with the minimum level of proficiency in core academic areas at FrenchAm Academy.

The minimum cumulative score of 70% in each core academic areas on report cards was chosen because it represents mastery of curriculum at an average level. In our experience, this average level is the absolute minimum level sufficient for the student to possess the requisite prior knowledge required for success the following year in our dual language immersion program.

[1] Arizona Revised Statutes, 15-701.A.2.(a) Common school; promotions; requirements; certificate; et. al. (L17, Ch. 67, sec. 2)

The minimum average score on nationally standardized testing such as the Iowa Test was chosen because it represents mastery of basic skills at an average level. In our experience, this national average level represents the absolute minimum level sufficient for the student to succeed in the following year's curriculum in our dual language immersion program.

D) Ensure consistency with Area II of the Academic Systems Plan.

These criteria for promotion are consistent with the Academic Systems Plan.