245 Promotion and Retention Policy

The Board recognizes that the personal, social, physical, and educational growth of children will vary, and that they should be placed in the educational setting most appropriate for their needs at the various stages of their growth. Each student will be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Parent(s) and students are made aware of the instructional objectives, performance standards, and promotion criteria. Periodically during the year teachers shall provide written progress and grade reports. Teachers will also provide evaluation reports to parent(s) and students during teacher-parent conferences. The grading system used to measure student progress toward achieving the predetermined instructional objectives and performance standards is applied consistently throughout the School. All promotion and retention decisions are subject to the third grade reading guarantee requirements.

Promotion

A student will be promoted from one grade to the next provided the student meets the applicable promotion criteria. The decision to promote a student shall rest solely with the Principal, with appropriate input from the student's teacher(s), the professional staff, and parent(s).

Retention

A student is required to be retained if he/she has failed at least two (2) courses of study, unless the Principal and the teachers of the failed subjects determine that the student is academically prepared to be promoted.

Additionally, a student shall not be promoted or allowed to pass to a higher grade or course level if the student fails to meet established standards for a particular grade or course level.

Retention decisions will be made only after the Principal or applicable teachers have notified and conferred with parent(s) as to the student's progress or lack thereof. These notifications and conferences will take place as soon as teachers and the Principal identify that a student's promotion could be in jeopardy.

Factors

Teachers and the Principal will consider at least the following factors in arriving at decisions on promotion or retention. Factors are applicable in all grade levels.

- The student's level of academic aptitude and achievement;
- The student's level of social and emotional development and the student’s ability to effectively interact with other students in his/her current grade level;
- The student's attendance patterns (absences, tardies, early checkout, excused, or unexcused) and its effect on the student’s progress; and
- Any other factors thought to be appropriate by the Principal, teacher(s), and professional staff.

The School will not utilize a Student's failure to attain a specified score on any statewide achievement assessment as a factor in any decision to deny a Student's promotion to a higher grade level, except that the School may use a Student's failure to attain a score in at least the basic range as a factor in deciding to deny a Student's promotion to the next level on the following assessments:

- 3rd grade math and English language arts achievement assessments;
- 4th grade English language arts and math achievement assessments, and the formative or summative social studies assessment prescribed by the School;
- 5th grade English language arts, math, and science achievement assessments;
- 6th grade English language arts and math achievement assessments, and the formative or summative social studies assessment prescribed by the School;
- 7th grade English language arts and math achievement assessments; or
- 8th grade English language arts, math, and science achievement assessments.

The School may choose not to promote to the next grade level a Student who does not take a required statewide achievement assessment or make-up assessment, and who is not exempt from the requirement to take such assessment.

Disabled Students

Promotion and retention of previously identified disabled students shall be subject to the factors and policy above, but shall also consider the contents of the student's individualized educational plan (IEP).

Third Grade Guarantee

The School will not promote any student to the fourth grade who does not achieve at least the level equivalent to the level designated by the Ohio Board of Education unless:

- The student is an English learner who has been enrolled in U.S. schools for less than three full school years and has had less than three years' instruction in an English as a second language program;
- The student is a student with a disability entitled to special education and related services and the student's IEP exempts the student from retention;
- The student demonstrated an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education;
- The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any grades K through 3; or
- All of the following apply:
    - The student is a student with a disability;
    - The student has taken the third grade English language arts achievement assessment;

- The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading; and
- The student previously was retained in grades K-3.

- The student's parent, in consultation with the student's reading teacher and the Principal, requests that the student be promoted to fourth grade regardless of the student's failure to attain grade level reading.

If a student is promoted despite not attaining the Ohio Department of Education and Workforce specified level (which may change yearly), the student will continue to receive intensive reading instruction until the student is able to read at grade level, including an altered instructional day, specialized diagnostic information, and specific research-based reading strategies that have been successful in improving reading among low performing readers.

If the student is retained, the School shall:

- Provide intensive remediation until the student is able to read at grade-level, including intensive interventions in reading and a minimum of ninety (90) minutes of daily reading, that address the deficient areas; and
- Provide each student with a high-performing teacher, as determined by the teacher's student performance data when available, and performance reviews.

If a student who has been retained demonstrates that he or she is reading at or above grade level, the student may be promoted mid-year to the fourth grade at the Principal's discretion.

Notwithstanding, for the 2023-2024 school year only, any student retained in third grade pursuant to the Third Grade Guarantee for the 2023-2024 school year based upon the student's level of achievement on the assessment for the 2022-2023 school year, shall be promoted to the fourth grade unless the student's parent requests that the student continue to be retained.

<u>Reading Intervention</u>

Annually, the School will assess the reading skills of each student enrolled in grades kindergarten to 3 by September 30, and will identify students who are reading below grade level. The students' classroom teachers shall be involved in the assessment and identification of students reading below grade level, however such assessment may be administered electronically using live, two-way video and audio connections if the teacher administering the assessment is in a separate location from the student.

Beginning with the 2019-2020 school year, the School will do the following for students reading below grade level, or for all students if less than 80% of the students at the School score at the proficient level or higher in the third grade English language arts assessment:

- Provide written notification to the student's parent(s) that includes the following:
    - A statement that the student has been identified as having a substantial deficiency in reading;

- A description of the current services that are provided to the student;
- A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency;
- A statement that if the student receives a score within a certain range on the assessment to measure English and language arts skills, the student will be retained unless the student is exempt;
- A statement that the assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to assist the School and parent(s) in knowing whether the student is reading at or above grade level and is ready for promotion; and
- A statement that connects the child's proficiency level in reading to long-term outcomes of success related to proficiency in reading.

- Provide intensive reading instruction services and regular diagnostic assessments to the student immediately following identification of a reading deficiency, including research-based reading strategies aligned with the "Science of Reading" that have been shown to be successful in improving reading among low-performing readers and targeted at the student's identified deficiencies.
- Develop a reading improvement and monitoring plan within sixty (60) days after receiving the student's results on the diagnostic assessment. The plan must include:
  - Identification of the student's specific reading deficiencies;
  - A description of the additional instructional services and support that will be provided to the student to remediate the identified reading deficiencies;
  - Opportunities for the student's parent(s) to be involved in the instructional services and support;
  - A process for monitoring the extent to which the student receives the instructional services and support;
  - A reading curriculum during regular school hours that does all of the following: assists students to read at grade level, provides scientifically based and reliable assessment, and provides initial and ongoing analysis of each student's reading process;
  - A statement that if the student fails to attain a level designated by the Ohio Board of Education and Workforce on the assessment to measure skill in English language arts expected by the end of the third grade, the student may be retained in the third grade; and
  - High-dosage tutoring of additional instruction at least three (3) days per week or 50 hours over 36 weeks, which shall align with the student's classroom instruction through a state-approved vendor or a locally approved program that aligns with high-dosage tutoring best practices. High-dosage tutoring may be incorporated into a student's regular classroom instruction.

The School shall continue to provide the plan until the student achieves the required level of skill in reading for the student's current grade level.

Teacher Qualifications

Each student with a reading improvement and monitoring plan shall be assigned a teacher who has at least one year of teaching experience and:

- Holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable; or
- Completed a master's degree program with a major in reading; or
- Was rated "most effective" for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by the State Board of Education; or
- Was rated "above expected value added" in reading instruction, as determined by criteria established by the Ohio Department of Education and Workforce ("ODEW"), for the most recent consecutive two years; or
- Earned a passing score on a rigorous test of principles of scientifically research-based reading instruction approved by the State Board of Education; or
- Holds an educator license for teaching grades pre-kindergarten through three or four through nine issued on or after July 1, 2017.

The student may be assigned a teacher with less than one year of teaching experience provided that teacher meets one of the above criteria and is assigned a teacher mentor who also meets the qualifications above.

A student with a reading improvement and monitoring plan who enters the third grade after July 1, 2013 but prior to July 1, 2016, a student who is an English language learner and has been in the United States for three years or less, or a student who has an IEP may be assigned a teacher who holds an alternative credential approved by the ODEW or who has successfully completed training based on principles of scientifically research-based reading instruction approved by the ODEW. Beginning July 1, 2014, the alternative credentials and training must be aligned with the reading competencies adopted by the State Board of Education.

Nothing in the Third Grade Guarantee prevents a student with a reading improvement and monitoring plan from receiving reading intervention and remediation services from an individual employed as a speech-language pathologist who holds a license issued by the board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the State Board of Education.

A teacher other than the student's assigned teacher may provide any services required under the Third Grade Guarantee, provided that the teacher meets the qualification requirements and that the assigned teacher and Principal agree to the assignment. Any such assignment of services must be documented in the student's reading improvement and monitoring plan.

Third Grade Reading Reporting Requirement

The School shall annually report to the Department of Education and Workforce its implementation and compliance with the Third Grade Guarantee.

Math Intervention

Beginning in the 2026-2027 school year, the School shall timely submit a mathematics achievement improvement plan to ODEW, in the form and substance established by ODEW, if fewer than fifty-one percent (51%) of the School's students who took the third grade mathematics assessment attained a proficient score or better. If the School is required to submit a mathematics achievement improvement plan, the School shall implement a mathematics curricula deemed "high-quality" by ODEW.

Mathematics Placement and Promotion

Students will be prepared and placed in Algebra I as defined in the School's sponsor contract.

Notwithstanding, beginning in the 2027-2028 school year, the School will do the following to provide advanced learning opportunities in mathematics and to accommodate each qualified student:

- Identify students who qualify as high achieving in mathematics because either the student achieved an advanced level of skill on a mathematics achievement assessment, or the student met the School's choice of multiple measures of achievement, which may include:
    - Achievement of "accomplished" level of skill on a mathematics achievement assessment and holds an average of an "A" or "B" in a mathematics course, or
    - Achievement of a designated score, as determined by ODEW, on a mathematics diagnostic assessment and an "accomplished" level of skill on a mathematics achievement assessment.
- Enroll each student who qualifies as high achieving in mathematics in grades three to five in advanced learning opportunities in math. Advanced learning opportunities means either:
    - A course that exceeds the standard mathematics curriculum for the student's grade level, or
    - Services or curricula modifications in mathematics, provided in person or electronically, that provide additional rigor or challenge and may include differentiated instruction tailored in depth, complexity, pacing or acceleration to the student's particular needs and readiness, or interdisciplinary work.
- Enroll each student who qualifies as high achieving in mathematics in grade six:
    - 7^{th} Grade - in a math class in seventh grade that combines in one school year both the seventh and eighth grade mathematics standards, and
    - 8^{th} Grade- if the Student achieves a proficient level of skill on the required math achievement assessment for 8^{th} grade, enroll the student in an Algebra I course and request the student to take the end-of course exam.
- Each student shall take the corresponding required achievement assessment or end-of course exam for any mathematics course the student takes as a result of enrollment in an advanced mathematics course.

The School shall notify the parent of any student who qualifies as high achieving in mathematics and who qualifies for enrollment in advanced mathematics coursework of that determination. A parent may submit a written request for the student not to be enrolled in advanced mathematics coursework, and the School shall honor such request.

Evidence-Based Academic Intervention Services

Unless the School is a dropout prevention and recovery school, the School shall provide evidence based academic intervention services, free of cost, to each qualifying student who demonstrates a "limited" level of skill in the subject area of mathematics, English language arts, or both on a diagnostic assessment or a state assessment. A qualifying student does not include any student with an IEP that includes services related to a traumatic brain injury or a significant cognitive disability, unless the student's parent or the School have determined the services would be appropriate for the student.

Evidence-based academic intervention services may be provided directly or through a contracted vendor, or as a combination of both options. Services shall be provided in alignment with the student's assessed level of skill and provide accelerated learning and skill mastery where possible to help the student demonstrate a level of skill appropriate to the student's grade level. All academic intervention services in English language arts shall align with the science of reading.

Academic intervention services may encompass a variety of evidence-based supports, including tutoring supports, additional instruction time, an extended school calendar, participation in a learning support program, or any other academically centered support service that the School determines will improve the student's academic performance. Intervention services may also be offered in combination with integrated student supports. Academic intervention services shall be in addition to, and not a replacement for, existing academic instruction and other services provided to students. Intervention shall not supplant the student's core academic instructional time, except that in grades kindergarten through three, instruction aligned with science and social studies standards may be integrated into core mathematics and reading instruction rather than being taught in separate instructional periods.

The School shall notify the parent of a qualifying student that the student will receive academic intervention services prior to providing services to the student. Notification shall include a description of the types of interventions the qualifying student will receive and who will provide services to the student. The School will periodically update the parent on the academic intervention services provided to the student and provide resources and recommendations for the parent to assist the student.

A student who receives academic intervention services in mathematics or English language arts is no longer eligible for services in that subject area when the student demonstrates a proficient level of skill in it on either a diagnostic assessment or a state assessment. If a student receives academic intervention services in both mathematics and English language arts and demonstrates a level of skill that is proficient or higher in one, but not both, subject areas, the student shall continue to receive academic intervention services for the subject area in which the student has not demonstrated a proficient level of skill.

A student in grades nine through twelve who fails to demonstrate a proficient level of skill or higher on a diagnostic assessment or an end-of-course examination in mathematics or English language arts, or both, who is not required to retake the examination, will continue to qualify for intervention services in alignment with the student's selected graduation pathway.

The School will annually report to ODEW regarding the provision of academic intervention services in mathematics and English language arts.

Report Cards

When a student enrolls in the School, the School will provide the parent(s) with a copy of the most recent School report card.

R.C. 3313.608; 3313.609; 3301.0710; 3301.0711; 3313.6411(B); 20 USC 1400 et seq; HB 33 of the Ohio 135th General Assembly, Section 733.10.