



## *Promotion and Retention*

### **Stage Promotion Standards**

The Intergenerational School is organized by stages of learning, not by grade levels. In this structure, student promotion to the next learning stage is based on meeting clearly defined standards. **Different students will take differing amounts of time to meet expectations, depending on prior knowledge, individual abilities and interests, level of engagement during class, attendance, school behavior, and work ethic as applied to school work and homework.** Thus the schools have a standards-based, mastery approach to student progress. When a student has completed *all* benchmarks for a stage at the level of “meeting expectations,” he/she is promoted to the next developmental stage. Promotion to the next stage of learning may take place at any time and is based solely on meeting benchmark expectations. **There is no social promotion based on age alone at the Intergenerational School.**

Since the adoption of the Common Core standards in ELA (Reading and Writing) and Mathematics, both ODE and The Intergenerational School have revised and aligned assessments to these new standards. In addition, the Intergenerational School has established multiple measures in each of these curriculum areas to ensure that no single assessment results determines a student’s level of proficiency in Reading, Writing or Math. The benchmark expectations and the student’s current scores on each of these multiple measures are shown on the report card giving parents a clear “snapshot” of their child’s current status toward meeting benchmarks. In addition, we are now able to more clearly establish criteria a student needs to meet to be promoted to the next Grade Level Equivalent, the next Cluster, and the next learning stage. **Classroom placement is based on the student’s learning stage, and is not based on the student’s Grade Level Equivalent (GLE).**

### **Learning Stage Level: Promotion Standards**

At the Intergenerational Schools:

- the K-2 curriculum is taught in the Primary Cluster classrooms [Emerging & Beginning Stages].
- the 3-4 curriculum is taught in the Developing Stage classrooms.
- the 5-6 curriculum is taught in the Refining Stage classrooms.
- the 7-8 high school preparatory curriculum is taught in the Applying Stage classrooms.

**Students are not promoted to the next stage until they are ready to be taught the designated level of curriculum.**

Because the transition to the Common Core standards is most dramatic for writing



# Intergenerational SCHOOLS

A COMMUNITY OF LIFELONG LEARNERS

standards, the Intergenerational School is phasing in writing expectations so as to not unfairly penalize students.

Promotion to the next Cluster level is based on meeting the following standards:

- Passes Reading Comprehension Benchmark
- Passes Math Concepts and Skills Benchmark
- Meets Writing Standards for Conventions only

## **Grade Level Equivalent [GLE]: Promotion and Retention Standards**

Each student at an Intergenerational School must (due to state reporting and testing requirements) be assigned a grade level equivalent (GLE). This GLE determines the level of Ohio State Tests or Diagnostic Assessment that the student must take. The initial GLE upon entrance is determined by multiple factors including school benchmark assessments, state assessments, prior retention, age, and special education status. GLE promotions generally happen between school years, but may occur at any time up to the end of the 1st trimester of a school year. **GLE does not determine classroom placement, which is based solely on the student's identified learning stage and needs.**

If a student transfers from a Breakthrough Network school to another, information about assigning GLE academic status will be communicated. The receiving school will make the final determination of GLE based on the school's academic standards and policies.

In the case of a student with a severe disability, the intervention team will determine an assigned GLE, based on consideration of the nature and severity of the disability, the level of work ethic shown, performance on Intergenerational School assessments, Ohio State Tests, or Alternate Assessment scores, and any other factors that should be considered in determining what is in the best interest of the individual student.

At The Intergenerational School, retention means staying at the same GLE for more than one school year. In keeping with Ohio standards and with the view that reading is the most important fundamental skill for future learning, GLE promotion is based primarily on demonstrated proficiency in reading.

## **Learning Stage: Promotion Standards**

Students are promoted to the next learning stage (Emerging, Beginning, Developing, Refining, and Applying) when all benchmarks in Reading, Math, and Writing are met. These are listed clearly on the stage report card along with student progress toward those standards.

**Students who are "not on track" in their learning are offered a variety of interventions unless their behavior, attendance (including tardy arrival or early dismissal), work ethic, and homework completion rate are the primary reasons for their failure to meet expectations.**



# Intergenerational SCHOOLS

A COMMUNITY OF LIFELONG LEARNERS

Students are given the opportunity to retake the required benchmark assessments periodically. If they still do not meet the established expectations, they will not be promoted to the next GLE, Cluster or Stage. The school is committed to providing the best possible education for its students. This includes providing added opportunities to learn and grow beyond the school day and school year.

## **Promotion to the next GLE is based on the following criteria:**

- K to 1            Student must meet at least one benchmark assessment in Reading, Writing or Math (excluding letter recognition)
- 1 to 2            Student must meet one of the following standards:
- Ohio Diagnostic Assessment in Reading = On Track (OT) or Further Assessment Needed (FA)
  - Guided Reading Level = J
- 2 to 3            Student must meet 2 of the following 3 standards:
- OT on the Ohio Diagnostic Assessment in Reading
  - Guided Reading Level = M
  - Standardized Reading Test is on grade level
- 3 to 4            Per the 3<sup>rd</sup> Grade Reading Guarantee, student must meet the “on track” Reading Promotion Score as determined by Ohio Department of Education on the Ohio State Test in English Language Arts.
- 4 to 5            Student must meet 2 of the following 3 standards:
- Score (Score Proficient or higher on Grade 4 Ohio State Test in English Language Arts)
  - Guided Reading Level = S
  - Standardized Reading Test is on grade level
- 5 to 6            Student must meet any 2 of the following 3 standards
- Score Proficient or higher on Grade 5 Ohio State Test in English Language Arts
  - Guided Reading Level = V
  - Standardized Reading Test is on grade level
- 6 to 7            Student must meet 2 of the following 3 standards
- Score Proficient or higher on Grade 6 Ohio State Test in English Language Arts
  - Guided Reading Level = Y
  - Standardized Reading Test is on grade level
- 7 to 8            Student must meet 2 of the following 3 standards
- Score Proficient or higher on Grade 7 Ohio State Test in English Language Arts
  - Guided Reading Level = Z
  - Standardized Reading Test is on grade level



**Intergenerational**  
**SCHOOLS**  
A COMMUNITY OF LIFELONG LEARNERS

### ***Third-Grade Reading Guarantee***

Ohio law states that a student who does not pass the 3<sup>rd</sup> grade Ohio State Test in reading is not promoted to 4<sup>th</sup> grade. Our schools comply with this guarantee unless all other evidence shows that the score is not indicative of the student's reading achievement. *ORC. 3313.608*

Students as early as Emerging Stage who are not on track to pass the third grade reading assessment may receive intervention during the school year including one or more of Title 1 services, fall/spring/summer intervention programs, and classroom Tier 1 and Tier 2 intervention. The intervention plan will be described in the child Reading Intervention and Monitoring Plan (RIMP) which will be shared with the parent at the first parent-teacher conference.

**The Intergenerational School**  
11327 Shaker Blvd., Ste 200E  
Cleveland, Ohio 44104  
216.721.0120 | TISonline.org

**Near West Intergenerational School**  
3805 Terrett Avenue  
Cleveland, Ohio 44113  
216.961.4308 | NearWestSchool.org

**Lakeshore Intergenerational School**  
18025 Marcella Road  
Cleveland, Ohio 44119  
216.586.3872 | LakeshoreSchool.org