## Description: AchievementFirst_Logo_SMALL_.jpg

**Achievement First High School**

**Graduation Requirements & Policies**

2015-2016

[Author Name]

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AF high schools agree to follow the policies and procedures as outlined in this document and all members of the school leadership team, operations, and college office should review this document so that changes to this document are not inadvertently made. This document has gone through multiple rounds of review by Region Superintendents, Principals, and Ops team. You can find feedback and questions that came from the review process [here](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamOps/Shared%20Documents/Policy%20Clarifications.docx).

Of course, there may be policies that need review and possibly subsequent modification. Each spring, the owner of this process, in partnership with the high school Regional Superintendents, will solicit requests for any modifications to the existing policies and procedures. This request will go to the Principal, Academic Dean, DSO, and College Dean at each school. Once responses are collected, the group will convene for a series of calls to come to full consensus about the policy document for the following school year.

Except in extreme circumstances where an error has clearly been made that is deleterious to our scholars and/or AF’s reputation or standing with colleges, changes to this policy document will not be permitted during the current school year and instead all policy changes will go into effect for the next year.

In cases where there are issues or questions that arise throughout the school year, but are not captured or explicitly stated in this document, please reach out to the appropriate person or team. Once a decision has been made, it will be captured, shared with other high schools, if appropriate, and documented in the policy guide for the following school year.

|  |  |
| --- | --- |
| **Who to contact** | **Types of Issues** |
| Regional Superintendent | Academic related |
| Rona Yang, cc RDO | Operations related, clarification questions regarding this HS policy document |
| Emile Session | IC set up or graduation tracker data |
| [AF\_AssessmentOperations@achievementfirst.org](mailto:AF_AssessmentOperations@achievementfirst.org) | Testing related |
| RSUP, cc to Payal Seth (NY) or Shannon Garfield (CT) | Alternative Promotion and Graduation Criteria |

# AF Graduation Requirements

To receive an Achievement First High School Diploma, scholars must meet the following minimum requirements. These requirements are more rigorous than state requirements so that scholars may be more competitive in the college admissions process and be prepared for college level courses.

Earn 27 weight bearing course credits in required courses

Complete 40 hours of community service

Complete approved Summer Programs or Summer Academy, each summer of high school

NY high school scholars must pass five Regents examinations in each content area + 1 additional in any content

Enroll in AP English Language and Composition and either AP Statistics or AP Calculus (SY ‘16-17)

Admission to a 4-year college/university

To track progress towards graduation, click the specific tableau report: [AAHS](https://tableau.achievementfirst.org/views/AFAmistadHSGradTracker/AFAmistadHSGradTracker), [AFHS](https://tableau.achievementfirst.org/views/AFHartfordHSGradTracker/AFHartfordHSGradTracker), [AFBHS](https://tableau.achievementfirst.org/views/AFBrooklynHSGradTracker/AFBKHSGradTracker), and, [UPHS](https://tableau.achievementfirst.org/views/AFUniversityPrepHSGradTracker/AFUPHSGradTracker). Note: the data is pulled out of IC based on the policies and instructions written in this document. If IC is not configured accordingly, data may not pull correctly, e.g. scholars rostered into Literature instead of Literature I will not show up as taking the course.

### Required Classes and Credits

All AF scholars must complete the minimum 27 required course credits as outlined below. One weight bearing credit is at least 120 seat hours. All courses listed below will be given a letter grade and carry GPA and credit weight. See [Appendix A](#_Appendix_A:_State) for how these courses fulfill state requirements. See [sample schedules here](https://docs.google.com/spreadsheets/d/13FpmHWAOVrQ7nTCUQokkSFMTvz29DoEkX_crdKpCNVg/edit#gid=1837547259) for how schools can structure scholar schedules to meet all requirements and [Appendix F](#_Appendix_F:_AF_1) for minimum scheduling and staffing guidance.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content Area** | **Req. Credits** | **Grade** | **Course Title** | **Additional Information** |
| Literature | 4 | 9th | Literature I | 5x/week, all 4 years |
| 10th | World Literature |
| 11th | American Literature or AP Literature |
| 12th | AP English Language and Composition or English Language and Composition |
| Composition | 4 | 9th | Composition I | 4x/week, all 4 years |
| 10th | Composition II |
| 11th | Composition III |
| 12th | Composition IV |
| History | 4 | 9th | World History I | 5x/week, all 4 years |
| 10th | World History II or AP World History |
| 11th | US History or AP US History |
| 12th | Government and Economics |
| Science | 4 | 9th | Physics | 5x/week, all 4 years |
| 10th | Chemistry |
| 11th | Biology or AP Biology |
| 12th | AP Biology or AP Physics or AP Chemistry |
| Math | 4 | 9th | Intensified Algebra, Algebra I | 5x/week, all 4 years |
| 10th | Geometry |
| 11th | Algebra II or Algebra II w/ Pre-Calculus |
| 12th | AP Statistics or AP Calculus |
| Foundations of Leadership | 2.5 | 9th | Foundations of Leadership I | 2x/week in grades 9-11 and 4x/week in 12th grade |
| 10th | Foundations of Leadership II |
| 11th | Foundations of Leadership III |
| 12th | Foundations of Leadership IV |
| Electives | 5 |  | Arts | Arts = 1; Health = .5; FL in CT = 2/FL in NY = 1; PE in CT = 1/PE in NY = 2; SAT = .5 |
|  | Health |
|  | Foreign Language |
|  | Physical Education |
| 11th | SAT (req. course, but not req. for graduation) |

### Advanced Placement

To expose scholars to college level course work, all fully grown AF high schools will offer at least the six AP courses listed below. Schools should strive to increase AP enrollment year-over-year and meet the stated AF school report card metrics.

In ‘16-17 all AF high schools in at least its 5th year of operation will offer the six AP courses below, plus an additional AP course of its choice. In ‘16-17, the AF graduation requirements for seniors graduating in spring of 2017 and beyond will include, “Enroll in AP English Language and Composition and either AP Statistics or AP Calculus”. This graduation requirement will apply to all AF scholars, except possibly scholars who receive [AF credit modifications](#_Credit_Modifications).

For schools that only offer a 12th grade AP science course and no non-AP course alternative, scholars in essence would be taking 3 AP courses in their senior year (even though the policy only requires 2 APs). For scholars taking AP courses for the first time or where this workload is not reasonable for a scholar, schools should either offer a non-AP section of science or have these scholars take AP Lang and either an AP math OR AP science course, but not both.

In order to prepare AF scholars for a rigorous four year college and to be competitive in the applicant pool to top four year colleges, scholars are encouraged to take at least one AP course in each content areas and to sit for the AP exam associated with each course.

|  |  |
| --- | --- |
| **Content Area** | **Advanced Placement Courses** |
| Literature | AP English Language and Composition |
| History | AP World History |
| AP US History |
| Science | AP Biology |
| Math | AP Statistics |
| AP Calculus |

### Community Service

AF high school scholars will complete a minimum of 40 hours of community service during their time in high school. This requirement allows AF scholars to give back to their community and gives opportunities for new experiences outside of the classroom.

Acceptable service hours are hours spent participating in approved activities that benefit the community and without financial compensation. Activities serving the interests of an individual, student organization, athletic team, partisan political activities, or participation in most extracurricular activities (e.g., a theatrical production, holding office in Student Government) do not count for service hours.

To help scholars and families keep track of the community service hours completed, hours will be tracked in Infinite Campus as its own category and reported on all progress reports and report cards; hours will not appear on transcripts. These hours will not be given a grade, has no GPA weight, and is not for additional credit. [Directions on setting up and tracking community service hours in IC can be found here.](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamOps/ICHub/SitePages/Courses%20and%20Sections.aspx#communityservice)

### Summer Programs

Scholars who do not need to recover credits during Summer Academy will complete three approved summer programs; summer after 9th grade, summer after 10th grade, and summer after 11th grade. These programs foster college persistence, push scholars beyond their comfort zones as they explore different career paths, and make scholars more competitive in the college process. There are three types of summer programs an AF scholar may qualify for. Each program is Pass/Fail, has no GPA weight, and is worth 1 credit each. Programs will be listed on the transcript as one of the following and will be designated with a I, II, or III for each respective summer.

* Summer Program: Pre-College
* Summer Program: Internship
* Summer Program: Enrichment

Scholars who need to recover credits over the summer must prioritize Summer Academy. However, we recommend working to provide scholars with some type of additional summer opportunity.

### NY State Exams

Scholars graduating from a NY high school must pass 5 Regents exams; at least 1 Regents exam (score of 65 or higher) in each content area (Literature, History, Science, and Math), plus one additional exam in any of the four content areas. Scholars may also substitute 1 Regents exam with a passing score on an [Approved Alternative Exam](http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf) in that subject. All scores should be uploaded into IC approximately 2-3 weeks after receiving the final cut scores from the state or based on the transcript timeline noted [here](#_Transcripts). IC logic will pull the top score of each exam onto a scholar’s transcript. [Instructions for importing assessment scores into IC can be found here](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamOps/ICHub/SitePages/High%20School.aspx#scoreimport).

The grid below lists all Regents exams offered in core classes. Since AF courses are aligned to the Common Core and AP exams, and not necessarily Regents, scholars are only required to sit for the Regents exams highlighted below that are most aligned to AF courses. Scholars should take Regents exams in History, Science, and Math in June of the year in which they take the aligned course. The ELA Regents may be taken in June of a scholar’s 10th grade year or January of a scholar’s 11th grade year. Should the state decide not to offer January Regents in future years, it will be taken in June of the 10th grade year.

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| --- | --- | --- | --- |
| **Content Area** | **Regents Exams** | **Aligned Courses** | **Rec. Grade Level** |
| Literature | **English Language Arts** | American Literature | 10th/11th (Jan) |
| History | **Global History and Geography** | World History II or AP World History | 10th |
| **US History and Government** | US History or AP US History | 11th |
| Science | Physical Setting |  |  |
| Chemistry |  |  |
| **Living Environment** | Biology or AP Biology | 11th |
| Earth Science |  |  |
| Math | **Algebra I** | Intensified Algebra, Algebra I | 9th |
| **Geometry** | Geometry | 10th |
| Algebra II | Algebra II or Algebra II w/Pre-Calc | 11th |

It is best practice to have finalized Regents scores (at least a 75 on the ELA Regents, an 80 in Math, and 65 in all other subjects) prior to entering senior year. These scores in Math and ELA often allow a scholar to be placed out of remedial CUNY and SUNY courses their freshman year, which cost money, but do not yield college credit. In addition, it will mean a more complete transcript to initially send to colleges.

Scholar who have not yet reached these scores should retake the test as soon as it is offered again, and as many times as needed to at least pass with a 65 by June of the scholar’s senior year. One exception is the Algebra I Regents, which can wait to be retaken when the scholar takes the Algebra II course (which comes after the Geometry course), when there is additional content alignment.

To create urgency around Regents scores, it is recommended that communication regarding a scholar’s Regent score be sent to scholars and families at least once per year, when EOY report cards are distributed. Communication should include the total number of exams taken and passed, and upcoming Regents testing dates. [A sample letter communication Regents information to families can be found here.](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamOps/Shared%20Documents/AlgebraRegents_letter_SAMPLE.docx)

### CT State Exams

All scholars enrolled in a CT AF high school must take the CAPT Science Exam in 10th grade. Currently most colleges are not using this information to determine remedial placement, therefore AF will not use the scores for promotion or graduation consideration. If the state’s criteria change or it is favorable for colleges to see these scores listed on the transcript, we will consider using the exams more strategically. All scores will be housed in the Tableau warehouse, schools can make the decision to upload them in IC and/or post scores to the transcript.

Each school can decide when to administer the exams within the given timeframe between March and June, however it is recommended that schools administer the tests at the end of May, after AP exams and in between IA cycles. You can find more information [here](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamOps/SitePages/Smarter%20Balanced%20Hub.aspx) on how to administer the exams.

### Class Rank

AF high schools will not formally track scholars’ class ranks in IC or post scholars’ class ranks to transcript due to the small number of scholars per grade. However, schools may adopt their own honor roll tracking systems. AF high schools may use the Class Rank Report in IC (Grading & Standards-> Reports-> Class Rank) to track class rank on an individual basis and designate the scholar’s class percentile in the comments section on the custom high school transcript.

### Transcripts

Due to summer program needs and transparency with scholars and families, high school transcripts should be finalized and produced by school ops teams for 9-11th grade scholars after final grades for Summer Academy have been posted, but no later than August 15th. [Instructions for using Transcript Post to mass-post final grades can be found here](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamOps/ICHub/SitePages/High%20School.aspx#transcriptpost).

For graduating seniors, generally transcripts must be updated and sent to colleges three times per year. Some pre-college programs may require the final senior transcript to be sent earlier than July 15th. [Instructions for running the Custom HS report to generate these transcripts can be found here](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamOps/ICHub/SitePages/High%20School.aspx#customhstranscript). Ops Team and Team College should communicate closely in June for these requests. Ops teams should also work closely with Team College when scores are updated from one round to the next. For example if a scholar’s Regents increases during the January testing period, it is helpful to highlight this information to Team College. See [Appendix B](#_Appendix_B:_Data) for all data that will appear on an AF high school transcript.

|  |  |  |
| --- | --- | --- |
| **Ops to provide Team College By:** | **Transcript Type** | **Required Information to be included in transcript sent to colleges** |
| September 15th | Initial Senior Transcript | Highest Regents scores in all required tests, as of August (NY)  All courses taken in 9-11th grade with final grades and weights  Three summers of Summer Programs or Summer Academy credits  All in progress 12th grade courses  Junior year final cumulative GPA |
| February 1st - 15th | Mid-Year Senior Transcript | February 1st for seniors who did not take the January Regents and CT HS  All information from the Initial Senior Transcript  Final grades from completed semester 1 courses  New semester 2 courses in progress  Rolling cumulative GPA (including senior year Q1 &2 posted grades)  February 15th for seniors who took the January Regents. Ops should include all of the above, plus the January Regents scores |
| July 15th | Final Senior Transcript | Highest Regents score on all required tests, including any new test scores from June Regents (NY)  All courses taken in 9-12th grade, including senior credit recovery, with final grades and weights  Senior year final cumulative GPA |

### HS Profile

Click [here](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamOps/Shared%20Documents/Amistad%20High%20school-profile_2015.pdf) to see what information should be included in the AF HS profile that is sent to colleges. The School Overview and Academic Rigor sections should remain consistent across all AF schools. Schools wishing to make modifications to these two sections must discuss and get sign off from [Amy Christie](mailto:amychristie@achievementfirst.org). The data for all other sections should be updated to reflect the school’s demographics and specific information, e.g. update alumni list, test results, and contact info.

# Credit Recovery

Scholars must sit for and earn a passing grade in all required classes listed in the [graduation requirement section](#_Required_Classes_and). When scholars fail required courses, they have not earned enough required credits during that school year and therefore are not on track to graduate in 4 years. To get back on track, scholars need to enroll in Summer Academy and/or other AF approved programs in order to make up the failed credits.

### Promotional Criteria

The school will consider a student who fails to meet either of the following criteria to be at risk of non-promotion:

* 15 or more AF absences in a year AND a year-to-date grade point average <2.5 OR
* Two or more cumulative failing grades in core courses (Literature, Composition, History, Science, or Math) after summer academy.

Failing a required elective or Foundations of Leadership will not be counted towards the two or more failing classes for non-promotion, however the credits will still need to be made up before a scholar graduates, e.g. through weekend classes, break academies, online courses, or after school. Schools with lower PID numbers and a robust Summer Academy program should consider adding FOL to the promotional criteria and treating it like a core course. This is preferred in order to ensure scholars have enough time to make up the credits and to simplify the rostering and credit recovery process. However this must be balanced with the priority of keeping PID and retention numbers low.

In order to be promoted, a scholar cannot exceed more than two total failed courses (including previously failed courses not made up) at the end of the school year, and must recover one failed course during summer academy following that school year.

We must limit the amount of time that passes to recover a failed core course, otherwise it is likely the scholar will not build a solid foundation and fail additional classes while waiting to recover the failed class. For example, if a 9th grade scholar were to fail three classes (Algebra, Physics, and Literature I) and be able to move to the next grade, s/he would be making up one of these three failed classes the summer of 11th grade, two years after failing the class. This would not set the scholar up for success in the class sequence that followed the failed classes.

This diagram illustrates when scholars should repeat the grade vs. be promoted to the next grade.

Seniors can only start the year with 1 deficient credit. If a scholar ends 11th grade with 2 deficient credits, they should repeat the grade. The rationale to families is that it is better for scholars to repeat the grade and improve their GPA, than be promoted to 12th grade and submit college applications with missing credits on an incomplete transcript and a lower GPA. Additionally, it is better to set expectations earlier, at the end of 11th grade, than have the difficult conversation with a scholar in 12th grade, if he or she is still missing credits or failing multiple courses, who must then repeat 12th grade.

Seniors who start senior year with 1 course left to recover can do so during senior credit recovery in June. However, seniors (along with their families) in this situation must meet with a Leadership Team member and sign a contract explaining that if s/he fails a class during senior year (and now has two courses to recover), the earliest s/he can graduate is after summer school in July following senior year. Seniors in this situation should not be allowed to attend any senior events, including graduation.

Schools can make an exception to allow seniors to start the year with 2 courses left to recover only if the scholar is considered overage/under credit. In these situations seniors can recover 1 class during senior credit recovery in June and 1 class during summer school in July. Seniors (along with their families) in this situation must meet with a Leadership Team member and sign a contract explaining that if s/he fails a class during senior year (and now has three courses to recover), s/he must repeat senior year. Seniors in this situation should not be allowed to attend any senior events, including graduation.

### Regents Promotional Criteria

Failing a Regents exam should not be the sole determining factor in grade promotion, given that tests can be taken 2-3 times a year and only 5 passing scores are required for graduation. If a scholar has failed at least two Regents exams, schools have the discretion to retain a scholar, if additional factors warrant it, i.e. the scholar also failed the courses aligned to the failed Regents exam.

After the August Regents exams the summer after 11th grade, if a scholar has not passed at least 3 regents exams – at least 1 from the more aligned column and at least 2 from the less aligned column, the scholar must repeat 11th grade.

|  |  |
| --- | --- |
| **More aligned to 12th grade coursework** | **Less aligned to 12th grade coursework** |
| Biology, US History, ELA | Algebra, Geometry, World History |

12th grade courses have content that is somewhat aligned to the Regents, so it is likely that scholars who fail in previous years are able to pass with the additional content knowledge from the 12th grade core classes. However, it is unlikely that scholars who need to pass more than 1 less aligned course, which they have had at least 3 chances to sit for, be able to do so without significant re-teaching. In addition, scholars going into senior year who have not been successful at passing the lower level Regents exams are likely not ready for the 12th grade coursework demands, i.e. a scholar who has not passed the Algebra Regents by June of his/her junior year is likely not ready for senior or college level math.

### Repeating Years

Scholars must repeat a grade if they have more than 2 core courses to recover (including courses from previous years not recovered) after summer academy and prior to the start of the school year.

When a scholar repeats the grade, it is required that ALL core courses and required electives, even passed from the failed year, be retaken. Any scholar that is repeating a grade has failed at least 3 core classes in previous years. Likely this means the scholar is struggling in multiple areas: basic skills, behavior, organization, motivation, etc. Having the scholar repeat the entire grade (and not just the failed classes) will mean addressing these other critical factors that may be contributing to the failed courses. In addition, when scholars split their time between two grades, i.e. take two 10th grade classes and the rest 9th grade classes, it can be difficult for one grade team to “take ownership” of the scholar’s progress. There are also logistical challenges regarding grade specific events, e.g. 9th grade is taking the Geometry IA while 10th grade is taking the AP history exam, and the scholar is expected to take both.

Only if the school schedule allows, the scholar demonstrates mastery with a final grade of a 90% or higher, and obtains approval from an Academic Dean, may the scholar move to the next course of study in the sequence. We expect this to be a rare situation, most scholars will retake all required courses in the repeat year.

For example, a 9th grade scholar fails History, Composition, and Literature and must repeat the entire grade.

|  |  |
| --- | --- |
| **Failed Year** | **Repeat Year** |
| Algebra – 92% | Demonstrated mastery and is likely to succeed in the next course, moves to Geometry |
| Physics – 80% | Room for improvement in Required Core Class, retakes Physics |
| Foundations of Leadership – 80% | Room for improvement in Required Core Class, retakes FOL |
| French I – 82% | Room for improvement in required elective class, retakes French or another language |
| Journalism – 75% | Not a required core or elective class, school discretion |

Prior to the start of the scholar’s repeat year, schools should adjust the transcript so that all courses from the failed year (except where the scholar is moving to the next course in the sequence) are noted on the transcript with the letter grade, but not factored into the GPA, and bears no credit weight. This will allow scholars a chance to recover their GPA, while still being transparent to colleges about the failed courses. Once the scholar repeats the year, new courses will be noted on the transcript with a grade, factored into GPA, and given a credit weight.

|  |  |  |
| --- | --- | --- |
|  | **Passed Courses with a final grade of <90%** | **Passed Courses with a final grade of >90% and AD approval** |
| Failed Year | Manually set GPA weight on the transcript tab equal to 0 and set credit earned equal to 0 | Passing grade is noted on transcript, with GPA weight and credit earned |
| Repeat Year | To keep scholars invested, only the repeat year’s course grades will be counted (not the highest grade) | Enroll scholar into the next course in the sequence and new electives |

### Core Credit Recovery

Scholars who fail with <70% in any core course (Literature, Composition, History, Science, or Math) required for graduation must make up that credit at an AF Summer Academy. One course credit in summer academy should equal at least 45 hours of instruction time and address the same learning standards as the course s/he failed.

Scholars who will need to repeat an entire grade are not required to attend Summer Academy. However, they cannot be enrolled in a Summer Program, a privilege reserved for scholars who did pass the grade.

Scholars enrolled in summer academy must receive at least a 70% in the course to obtain credit (similar to a normal course during the school year). However, the maximum grade that can be earned is 80%. Summer Academy is an opportunity to recover credits. If scholars do not take advantage of it, then their previously failed grade stands and they will still need to make up the credit. Scholars should not be penalized again with a failing Summer Academy grade.

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Credit** | **Example** | **Attendance** |
| Highest Grade earned = 80% | 1 | Scholar turns in exceptional work and meets all requirements | Attends every day |
| Lowest grade earned = 70% | 1 | Scholar turns in mediocre work and meet most requirements | Absent <15% of total hours |
| NA | 0 | Scholar turns in poor work and receives a grade less than 70% in the class | Absent >15% of total hours |

Failed classes will show up on a scholar’s transcript and be factored into the GPA until the class has been recovered through Summer Academy (this does not apply to scholars who repeat the grade). This will allow scholars see the full effect of what a failed course does to their GPA and will place additional urgency in recovering failed courses. [Instructions for adding Credit Recovery courses to the transcript can be found here](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamOps/ICHub/SitePages/High%20School.aspx#creditrecovery).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of Course** | **Course Title** | **Credit** | **Include in GPA** | **Grade posted on Transcript** |
| Failed Course | Original course title (Ex. Algebra I) | 0 | No, zero out | F |
| Recovered Course | Same course title as the class that was recovered with a “S” at the end to represent Summer Academy Credits (Ex. Algebra I – S) | 1 | Yes | B (max of 80%) –  C (min 70%) |

### Electives and Foundations of Leadership Credit Recovery

Scholars who fail any required elective course (Health, Art, FL, and PE) or Foundations of Leadership must still make up the credits in order to graduate. A scholar can be promoted to the next grade if there is a clear path to how the scholar will make up the credits prior to graduation and it is approved by an Academic Dean.

In order to make up the credit through an alternative plan, a scholar must be enrolled in a class that aligns to the following requirements:

* Minimum of 45 seat hours, same as summer academy
* Taught by a teacher with instructional experience in the content if necessary, e.g. Health
* A teacher may oversee and instruct groups of students of different credit deficiencies, however classroom work and assignments must be differentiated based on the students’ credit deficiencies
* Attend an approved summer or Saturday program at the district school that addresses the same content as the class being recovered
* Take an approved online class that addresses the same content as the class being recovered

Most recovery courses will follow the same guidance as recovering failed classes during summer academy. Classes will be worth the credit of the course being recovered, will have a grade capped at 80%, and will replace the GPA of the failed course. For scholars who use sports to replace a PE credit, the failed PE course credit and weight will be zeroed out and replaced with a Pass/Fail sport grade, which will not bear a GPA weight. Courses recovered not through the traditional AF Summer Academy Program should be noted with a “C” at the end to represent the recovered course (rather than an “S” which is used for Summer Academy recovery).

SAT is a required elective course, however if a scholar fails, s/he does not need to make up the course, as it will not be beneficial after taking the SAT exam. The failed course will still be listed on a scholar’s transcript as failed and factored into the GPA.

### Regents Recovery

Scholars who fail a Regents exam, but pass the course aligned to that Regents exam will need to take Regents Recovery over the summer to prepare for the Regents in August. These scholars may be “enrolled” in the same Summer Academy course as scholars who failed the course, i.e. a scholar who fails the ELA Regents (but passed the Lit course) and a scholar who failed World Literature can be learning the same material and in the same summer school class.

However the Regents recovery courses will not be given a grade, has no GPA weight, and is not for additional credit since it addresses the same standard as the original course and is considered an intervention course.

### AP Course Recovery

Scholars who fail an AP course during the school year must make up the credit during Summer Academy, similar to any other failed core course. However, the scholar will be enrolled in the non-AP course equivalent and will not receive the 1pt. GPA boost associated with passing an AP course. The scholar’s transcript after completing Summer Academy should look like the following:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of Course** | **Course Title** | **Credit** | **Include in GPA** | **Grade posted on Transcript** |
| Failed Course | Original course title (Ex. AP World History) | 0 | No, zero out which removes AP Bump | F |
| Recovered Course | Same course title as the class that was recovered with a “S” at the end to represent Summer Academy Credits (Ex. World History – S) | 1 | Yes, without AP bump | B (max of 80%) – C (min 70%) |

# AF Alternative Promotion and Graduation Criteria

The guiding assumption is that all students – including all students with disabilities – will attend college and that they will get there by meeting the AF Graduation Requirements (rather than just meeting state requirements). The goal of this section is to create a process to first identify these at risk scholars, then provide targeted interventions and the fewest modifications necessary, so that we are not unintentionally lowering the bar. In addition, this process can be used in conjunction with, but should not replace the Response to Intervention (RTI) or Child Team Study (CST) work. When going through this process, if a disability is suspected, schools should promptly begin the evaluation process.

For the purposes of this document, scholars who fall in at least one of the categories below are considered “Red Flag Scholars” and may be given modifications to AF requirements, based on the guidelines below. The goal is to narrow down this [initial list](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamOps/Shared%20Documents/Inital%20Red%20Flag%20Scholar%20List.xlsx), which will be generated and sent to schools at the beginning of August, as more data is collected and provide credit and grading modifications only to the small group of scholars who truly need it. Scholars initially considered Red Flag Scholars, but who eventually are failing <2 core courses per year can still be enrolled in interventions and should still be monitored, however they will not be considered Red Flag Scholars or need to receive additional grading or credit modifications.

* Overage as determined by AF, scholars who are two or more years older than traditional scholars in that grade by December 31.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **9th grade** | **10th grade** | **11th grade** | **12th grade** |
| Traditional Scholar | 14-15 | 15-16 | 16-17 | 17-18 |
| Over age by 12/31 | 16+ | 17+ | 18+ | 19+ |

* Attended an AF middle school and was PID in 8th grade for academic reasons, i.e. for failing courses, not attendance, but was promoted anyway
* Scholars with IEP’s who have formal modified promotional criteria on their IEPs (recorded in IC)
* Scholars with IEP’s who are alternatively assessed
* Scholars with 2+ OSS and/or 5+ ISS (during the prior school year)
* Attended a district middle school and scored one of the following in 8th grade (this information cannot be pulled and must be gathered during the orientation process)
  + NY: a 1 on the ELA or Math state test
  + CT: Bottom 5% on EOC assessment in Lit or Math or 1 on the 8th grade SBAC exam

**Process Snap Shot**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | [Proactive Measures](#_Proactive_Measures)  (July – Oct) | [Reactive Measures](#_Reactive_Measures)  (Oct – Mar) | [Grading Modifications](#_Grading_Modifications)  (April – June) | [Credit Modifications](#_Credit_Modifications)  (April – June) | [Non College Option](#_Non-College_Graduation_Option)  (May – June) |
| 9th | Review list of Red Flag Scholars and determine which proactive measure(s) each scholar will receive, gather data weekly to adjust to student needs | Scholars are failing >2 courses after IA 1 should receive additional interventions and be monitored weekly | Scholars who received reactive measures and are close to meeting promotional criteria, but need slight accommodations in some classes | NA | NA |
| 10th | Scholars who received grading modifications, but are not able to meet all AF graduation requirements | Assessment meeting to explore non- college options |
| 11th | Transition Meeting to make non-college path decision |
| 12th | Progress meetings and additional support from SSL |

### 

### Proactive Measures

At the beginning of each year an intake meeting should be held consisting of leadership team members, social worker, behavioral specialist, and Special Services Leader. The goal of the meeting is to review the list of Red Flag Scholars and create a proactive plan for each scholar. These scholars may end up not needing any additional attention or modifications, but are currently the most at risk, and schools must take proactive steps until there is additional data to prove these scholars do not need additional support.

Sample list of intervention measures:

* Enroll in a Summer Remediation Academy or Culture Academy between 8th and 9th grade
* Mandated after school or Saturday tutoring
* Enroll scholar in intervention courses (rather than electives)
* Assign each scholar a teacher mentor to help build the at risk scholar’s growth mindset and belief that success IS within their locus of control
* Assign each scholar a student mentor (from the same section) to help the at risk scholar stay organized, stay on top of homework, and be able to see another scholar succeed
* Engage with family members to ensure scholar has an adequate study space at home, is not permitted TV or Internet until homework is completed each night

During the fall schools should be gathering data to identify components of effort that the student needs to adjust to succeed. Students who have experienced chronic failure need to be taught how to managing factors that fall within their loci of control.  The 4 components are time, focus, use of feedback, and resourcefulness. See [Appendix D](#_Appendix_D:_Components) for ways to teach or reinforce each component of effort.

### Reactive Measures

After IA 1, scholars who are failing >2 core courses should be given additional support. Schools should parse out why a scholar is failing, e.g. poor performance, not completing homework/classwork, performing poorly on summative assessments, and identify additional content or support that the scholar needs to succeed, e.g. re-teaching, additional interventions that replace electives or other non-core classes, or additional measures from the above list.

In addition, schools should proactively help scholars build confidence. For some of these scholars, over time they may have internalized society’s perceptions of their own low ability. To build this confidence, scholars need to feel as if they have control over their own learning successes/failures. If students are asked to attribute their successes/failures to factors within their control, they will be more likely to try harder in the future. See [Appendix E](#_Appendix_E:_Communicating) for examples where teachers can explicitly help students make these connections.

### Grading Modifications

For Red Flag Scholars who are still failing >2 core course by Q4, after receiving significant interventions and individual support, schools can apply an appropriate grading modification to tease out a scholar’s true skills, mindsets, and content knowledge. If the modification pushes the scholar’s grades within the standard promotional criteria (only failing 2 or fewer core classes at the end of the year, one of which can be made up in Summer Academy) the scholar should be promoted to the next grade. If scholars with an IEP receive grading modifications, an addendum must be added to the IEP stating the specific modifications made.

|  |  |
| --- | --- |
| **Modification** | **Examples** |
| Extend deadlines | Extend the due date for a final projects into the summer and possibly allow the scholar to work on the project during the summer at school, where there are less disruptions |
| Assessment Changes | Change the format, time allocations, add breaks, test without other scholars in the classroom |
| Redo/ Provide Additional Assignments | Offer scholars who are boarder line of passing a course with a 65-69% additional work, such as a project or essay to test content knowledge, or redo summative assessments. Prior to changing the new grade, the scholar must articulate to a panel of leadership team members or teachers what they will do differently, what made them more successful the second time, what they learned from the experience, and how they will apply it in the future. |

Specifically for scholars who are overage/under credit, if the grading modifications do not push a scholar’s grades within the standard promotional criteria, then the school must determine if this scholar’s data indicates that s/he could handle the academic work if moved to the next grade or if s/he needs an additional exposure to the coursework encountered in order to be successful.

If the primary issue is one of motivation or uncontrollable external factors and there is clear evidence that the scholar has the academic ability to succeed in the next grade level as demonstrated by standardized test grades and other qualitative or quantitative data, an appropriate solution may be to promote this scholar to the next grade.

* Ensure there is a clear plan where he/she is able to earn sufficient credits to graduate on time OR s/he understands that while they are being promoted, they may not actually graduate on time.
* Ensure the scholar understands this is a partnership. If promoted, there should be a contract in place ensuring that the scholar will make modifications to his/her habits in the following year in order to stay on track. This may include spending x hours per week after school studying and working on homework or x hours with a peer tutor.
* If a scholar is promoted, there should be an explicit understanding that their progress will be re-evaluated at 4 and 8 weeks into the school year. If the scholar is not performing well, s/he should be placed back into the previous grade so that they do not fail yet another year of school and so that they can quickly get re-caught up in the prior grade’s work.

On the other hand, if a scholar regularly submits homework on time and attends tutoring time, motivation is unlikely to be a core reason for academic struggle. Furthermore, when taken together, Regents scores, GPA, middle school standardized test scores, and lexile levels as measured by STAR Reading can help paint a picture of the scholar’s academic abilities in ELA and Math. It may be that an additional exposure earlier on in a scholar’s high school career will help them be more successful in the long run.

### Credit Modifications

Schools can make credit modifications to a scholar’s 11th or 12th grade class schedule if there are scholars who are still considered at risk, after having already received significant intervention, individual support, and grading modifications in prior years. These conversations should begin in Q4 of a scholar’s 10th grade year in order to affect the scholar’s 11th grade schedule.

The underlying assumption is that these scholars are still on a pathway to college and therefore must still meet all state graduation minimums and as many AF graduation standards as possible. A clear plan must be created for each scholar with the explicit understanding of the tradeoffs, e.g. less competitive college application, higher likelihood of taking remedial classes in college. When creating this alternate path and choosing what classes a scholar will be enrolled in and must pass in order to still graduate on time, schools must ensure that at least all state requirements are being met, see [here](#_Appendix_A:_State). **The following menu of modifications can only be made starting in the 11th grade year and with R’Sup and family approval.** If scholars with an IEP receive credit modifications, an addendum must be added to the IEP stating the specific modifications made.

|  |  |
| --- | --- |
| **Connecticut AF High School Modifications** | **New York AF High School Modifications** |
| No AP course enrollment | No AP course enrollment |
| May forgo SOME of the below AF required courses, but must still meet the **25 CT State** required credits  1 Composition credit  1 History credit  .5 Foundations of Leadership credit  .5 SAT credit | May forgo some AF required courses, but must still meet the **22 NY State** required credits.  4 Composition credits  1 Science credit  1 Math credit  2.5 Foundations of Leadership  1 LOTE (only if ELL and written on IEP)  .5 SAT credit |
| Reduced community service requirement | Reduced community service requirement |

### Non-College Graduation Option (only for scholars with IEPs)

In Q4 of each school year, the PID team should meet to review the list of current 10th grade scholars who are still on the Red Flag List, even with significant interventions and grading and credit modifications taken. If a preponderance of the below indicators apply and the student/family expresses interest in alternate plans, the PID team will sit down with the family to review the student’s data and post-graduation plans. This is a first conversation and a decision is not made at this meeting. This meeting may also overlap with the formal IEP meeting process.

* **Student and Family Perspective (MUST apply):** If the student and/or family express an explicit interest and desire to apply and matriculate to college, this must be factored into the student’s post-secondary plan. In this particular case, the college office will support the student’s desire to be apply to college and will match a student to the best-fit option.
* **Student Evaluations:** The student’s most recent IQ (as measured on a formal psychological assessment such as the WJ-III or WISC-IV) was conducted since the beginning of 9th grade and indicates that the student is currently performing in the “borderline” or “well below average” range.
* **Student Achievement Measures (This criteria is used to corroborate the other criteria.):** The student has experienced patterns of significant academic underperformance at Achievement First. Significant underperformance includes *the overwhelming majority of the following when held to a standard promotional bar*: In cases where the student has …
  + A GPA of 2.0 or below OR a history of chronic failure in core courses
  + 5 or more grade levels behind as measured by GLE and Lexile Level
  + (NY) scoring below 50% in the four Regents given to date (Algebra, Geometry, Global History/Geography, and ELA)
  + (CT) multiple years of scoring a 1 on the state assessments.
* **PSAT Scores:** The student scored in the following range on the PSAT.
  + Scoring lower than the composite score 650
  + NOTE: Class of 2016 average composite is a 465

If the PID team makes a formal recommendation to the family and the family agrees that a non-college pathway would be best for the scholar, a post-graduation transition plan must be created. See [Policy for Non College Graduation](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamOps/Shared%20Documents/Policy%20for%20Non-College%20Graduation%20Option.docx) for more information, next steps, and research around non-college graduation options.

# Course Credits

All courses will fall into one of four distinct buckets for the purposes of clarifying and ensuring all AF graduation requirements are met. See [Appendix F](#_Appendix_F:_AF_1) for course minimum guidance.

* **Core Classes:** 
  + Literature, Composition, History, Science, and Math
  + Courses used for PID consideration, which may prevent a scholar from moving to the next grade level
  + Courses are all year long, taken all four years at an AF school, and worth 1 credit per year
* **Required Electives:**
  + Foundations of Leadership, Art, Health, PE, Foreign Language, and SAT
  + Courses that are mandated by the state or are AF requirements often used to fill other state requirements
  + Summer Programs
* **Other Electives:**
  + Courses that individual schools may choose to offer (Journalism, Great Diseases, Basketball) to round out a scholar’s high school education
  + May be credit and GPA bearing if it meets the standards of credit bearing courses
  + May not be GPA bearing, but may still be given a Pass/Fail grade
* **Remedial Courses:**
  + Courses that teach from the same scope and sequence or learning standards as content from another class to give scholars another at-bat (Agile Minds, study hall)
  + Courses that are used to get scholars caught up to high school level standards or help scholars be successful in another class
  + Not worth credit or counted into a scholar’s GPA

### Credit Calculation

One weight bearing credit is at least 120 seat hours in a given school year; schools may award half credits for 60 seat hours or quarter credits for 30 seat hours. It is not recommended that schools award credit for anything under 30 seat hours, as it does not provide much instructional time and is difficult to track in IC. Schools may not award additional credit for increasing instructional minutes beyond 120 hours/year

**Example 1:** Composition: 4 days per week (144 days of instruction) \* 50 minutes per class period = 7200 instructional minutes or 120 instructional hours = 1 credit

**Example 2:** Literature: 5 days per week (180 days of instruction) \* 50 minutes per class period = 9000 instructional minutes or 150 instructional hours = 1 credit (a school cannot award 1 credit of instruction to literature and the additional 30 hour or .25 credit towards another course).

**Example 3:** Health: 1 semester long (90 days of instruction) \* 45 minutes per class period = 4050 instructional minutes or 67 instructional hours = .5 credit

### Non-Credit Bearing Courses

To ensure we do not dilute the AF requirements and GPA weight, only instructional time that addresses high school level learning standards may be counted for credit and factored into the GPA. However, in order to motivate and be transparent with a scholar’s performance in a class, it is recommended that schools still assign a grade or pass/fail to non-credit bearing courses and show the courses on report cards.

The following types of courses should not be credit bearing or factor into the GPA:

|  |  |  |
| --- | --- | --- |
| **Non-Credit Bearing** | **Rationale** | **Example** |
| Science Laboratory | Labs may be included within the science course grade, however no credit may be awarded for the lab itself. | Scholars receive 1 credit for Chemistry class, as part of the syllabus they are required to stay after school 1 day a week to complete a lab, this additional time after school is not worth additional credit. |
| Intervention/Remedial Classes | These classes are typically used to get scholars up to grade level/supplement a credit bearing class, therefore a scholar would not receive additional credit. | A scholar is in a class that reads previews or rereads passages of the literature book and works on additional assignments to help better understand the book. The scholar is getting 1 credit for literature class, therefore should not get additional credit for the additional class. |
| Middle School Course | All courses should address high school level standards, remedial courses to get a scholar caught up to HS level standards should not receive additional credit. | Pre-teach or remediate Pre-algebra or algebra concepts |
| Study Hall/Test Prep | This is additional time for scholars to review or relearn previously taught HS level course work, scholars are not learning new content. | A teacher spends an additional hour/ week re-teaching content to help scholars prepare for an upcoming Regents or AP exam. |

### After School Programs

All after school programs should be tracked in IC as an Other Elective course so that in the event a scholar needs to make up a required elective credit, e.g. art or PE, there is already proper documentation in IC and those after school hours can count towards the required course credit. Schools have the discretion to choose if after school courses should be substituted for a required elective credit. Given that after school courses are typically not as rigors, these credits should only be used in the event that it prevents a scholar from taking the necessary intervention or advanced placement classes during the school day or prevents the scholar from graduating on time.

Most after school courses will not be GPA bearing, however there may be a few exceptions based on the structure of the course. After school programs that carry a GPA weight must meet the same standards as other GPA weight bearing courses

* Meet the minimum seat hours equal to a credit (1 credit = 120 seat hours, .5 credit = 60 seat hours, or .25 credit = 30 seat hours)
* Provide documentation of student mastery of high school learning standards
* Be taught by a teacher of that content who must produce a course syllabus
* Provide scholars with frequent assignments to monitor student progress towards stated goals

Example of GPA bearing courses: A structured Honors physics class taught by the physics teacher meets for 1 hour 4x/wk after school to teach scholars additional physics concepts beyond the traditional physics curriculum required by AF.

All other after school programs that do not meet the above requirements will be counted for credit, however will not carry a GPA weight and will not factor into a scholars overall GPA. However, in order for scholars to track their progress and acknowledge his or her hard work in the class, schools may choose to give the scholar a letter grade or pass/fail.

Example of non GPA bearing courses, used for graduation requirements: A scholar performs in four plays during their 9th and 10th year, totaling roughly 80 hours of work. Coming into her 11th grade year realizes that in order to be successful in the AP US history course, she needs to also be placed in an intervention. The hours from the play can count towards the .5 art credit needed for graduation requirements (and the scholar can be enrolled into the intervention), however the plays are not factored into the GPA as there was no course syllabus or assignments.

All courses that factor into a scholar’s GPA or meets an AF requirement must be shown on transcripts and all progress reports or report cards. All other courses tracked in IC must be shown on all progress reports or report cards. Schools have the discretion to add these courses to the transcript, if the school believes it will make the scholar’s transcript more competitive through the college application process, e.g. basketball that was not needed to meet the PE requirements does not need to be listed on a scholar’s transcript unless it yields additional benefits, however basketball that was used to meet the PE credit requirements must be listed on the scholar’s transcript.

### College Courses

AF high schools will adopt the following set of policies regarding courses taken at a college. These college courses, similar to Summer Academy, should only benefit a scholar, scholars should not be penalized for taking additional courses. All college courses will be designated with an “AC” at the end of the course name, i.e. Latin VII – AC.

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Course** | **Credit** | **Included in GPA** | **On Transcript** |
| AF approved college course counting as: Recovery (i.e. community college for missing credits) | Yes | Yes, capped at an 80% like S.A. | Yes |
| College course counting as: Extra Course i.e. summer course, College Now course in criminology) | Yes if matches an AF course (see transfer section) | No | Yes |
| College course counting as: Dual Credit Course (i.e. UConn classes taught at AF by AF teachers) | Yes | Yes | Yes |
| College course counting as: Accelerated course/more rigorous course taken at the college-level (i.e. Latin IV) | Yes | No | Yes |

In order to add college-level courses to scholars’ transcripts in IC, schools will need to add the courses to individual student transcripts [using these instructions](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamOps/ICHub/SitePages/High%20School.aspx#modifytranscript). If enough scholars at the school have taken the same college-level course to justify adding it to the school’s schedule, schools can request that Network Ops add the course to the course catalogs. Regardless of which option for adding college courses schools use, all college courses will be designated with an “AC” at the end of the course name, i.e. Latin VII – AC.

### Transfer Credits

Prior to accepting a transfer scholar into an AF school, the Principal or Academic Dean must communicate the transfer process to the scholar and family. Communication must include the grade placement testing process, if applicable, the GPA and grade transfer policy, and the total number of accepted transfer credits.

Transfer grades will not be factored into a scholar’s AF GPA. A transfer student will start their academic career at AF with a blank slate. Primarily the rationale is that in order to keep the integrity of the AF GPA, we must only factor in grades from an AF school or AF approved course. Additionally, we would be double counting the transfer grades if it were folded into the AF GPA, since colleges will need to see transcripts from both the transfer school and the AF school.

Transfer grades will factor into a scholar’s course credits for graduation tracking and be listed on the scholar’s transcript. In the case of a D, the grade should be assigned as an F in IC, since that is what matches with AF’s numeric scale, and scholars will have to make up those failed courses.

The decision to award transfer credits shall be based on whether the transcript and other records indicate that the work is consistent with AF learning standards and is of comparable scope and quality to that which would have been done in the school awarding the credit. Ops teams should use the grid below to determine what type of transfer method should be applied for each transfer course and the total number of credits being transferred to the AF school. Principals and families must sign off on the final recommendation before the transfer process is complete and changes are made in IC.

All approved courses will have a designation of “T” at the end of the course name, be given a GPA weight of 0, and assigned the same letter grade that the scholar received at the prior school (with the exception of Ds, which will be Fs). All completed classes at the scholar’s previous school will be worth the same number of credits they received at the previous school, i.e. scholar earns 1 credit of Literature, which is then captured in IC as 1 credit. [Instructions for viewing and directly adding courses to a scholar transcript are listed here](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamOps/ICHub/SitePages/High%20School.aspx#modifytranscript)—schools should use the ‘Batch Add’ option to add transfer credits quickly.

|  |  |  |  |
| --- | --- | --- | --- |
| **Transfer Method** | **Circumstance** | **Original Course** | **Approach in IC** |
| **Direct Match-** a course matches in both content and course title | Scholar took an AP Biology course at the former high school, which is also offered at the AF high school | AP  Biology | Match the course to the AP Biology course at the AF high school; manually add/replace the course on a scholar’s transcript using the “add a course” feature |
| **Credit Replacement-** A course matches in content, but not in the course title | Scholar took a course at the former high school that does not exist at the AF school, but could be counted towards a core credit | British Lit. | Match course to existing course for Literature II, manually change course title to transcript tab to British Lit. |
| **Required Graduation Credit-** Course does not match anything offered by the AF school, but is needed to fulfil a graduation requirement | Student took a course at the former high school that that does not exist at the AF high school, but the credit is needed to count towards a graduation requirement | Auto Cad | Match the course to the “Arts Department” in IC and then manually add course to transcript tab |
| **Other Electives-** Course does not match anything offered by the AF school, and is not needed to fulfill graduation requirements | Student took a course at the former high school that that does not exist at the AF high school, and the credit is NOT needed to meet a graduation requirement | Criminal Justice | Match the course to “Other Electives” in IC and then manually add course to transcript tab |

For transfer students coming in mid-year, the prorated credit from the prior school will need to be captured, as well as the AF high schools prorated credit and GPA weight. For example, if a scholar transferred into AF in Q4, the literature grade would be comprised of the following:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Course Title** | **Credit Weight** | **GPA Weight** | **Grade on Transcript** |
| Prior school | Literature I –T | .75 | 0 | Transfer grade |
| AF school | Literature I | .25 | .25 | AF grade |

# Grading Policies

AF High School grading practices should support the college preparatory mission and “whatever it takes” ethos. Grading practices should strike a balance between rewarding effort and measuring what a student knows and is able to do. The grading practices at AF High Schools should ensure that graduates have completed the work necessary to build essential skills and develop the knowledge base that undergirds college success.

### Course Grades

Scholars must earn at least a 70% or C- to pass an AF course; passing with D’s will not help scholars build a compelling college application. Final scores of <70% is considered a failing grade and will not count for credit towards graduation requirements. Failed courses will receive a GPA weight based on the grading scale, see [Appendix F](#_Appendix_F:_AF), which will be factored into a scholars GPA until the class is been recovered. Once the course is recovered, the GPA weight of the failed class will be manually omitted from the scholar’s overall GPA and replaced with the GPA weight of the passing scale. If the class is not recovered, e.g. electives, the failing grade and GPA weight will remain.

All scholars who pass (with a 70% or higher) an Advanced Placement course will receive a 1pt. bump that is calculated directly into the scholar’s GPA when the scholar is enrolled in the course. When setting up the grade book for any AP course, use the “AP Score Group” to define the course’s score group for all grading tasks listed.

Each full year course will have 9 grading tasks: a Progress Report and Quarter Grade for each term, and a final grade. Only the final grade is posted to transcript. Midterms and final exams will be factored into the final grade using Composite Grading in IC; composite grading for each of the four quarters is worth 25%.

Progress Reports are a snapshot in time and should reflect a scholar’s true grades in each course, without any grade inflation. This will help show the severity of a failing grade and allow for a true calculation of what a scholar must do in order to bring up his/her grade for the quarter. At the end of each quarter, each course grade <50 will be manually changed to a minimum of 50. A minimum of 50 is still failing and will still bring down a scholar’s GPA. However, it will not kill the scholar’s yearly grade and gives scholars the opportunity to pull his/her grade up to a passing grade.

### Assignment Categories and Weights

Each class (Literature, Composition, History, Science, FOL, and Math) will consist of 5 categories with the following weight distribution. These weights are consistent across all core classes to ensure families/scholars have the transparency they need to understand how a scholar’s grade is calculated. These weights are consistent across all AF high schools to give a consistent definition of an AF degree and GPA. Core teachers should NOT create their own categories outside of the ones listed below. School ops teams should check at least once a quarter using this [report](https://tableau.achievementfirst.org/views/HighSchoolCoursesandAssignmentCategories/CategoriesCoursesAssignments#1).

Weights are differentiated by 9th grade and 10th-12th grade. Given that the transition from middle to high school is tough and PID numbers are typically higher in 9th grade, we want to provide a scaffold to ensure that a scholar’s GPA is not decimated early in their career because proper skills have not yet been developed. However, we also want to ensure our grading practices mimic college, hence the higher summative and IA weights after 9th grade, to help scholars prepare for the more difficult transition from high school to college. At the same time we want to be clear with families and minimize confusion around grades by not changing the category weights too often.

**Homework:** This category’s weight will decrease over time to mimic college, where homework completion is expected in order to learn the content, but often not worth a grade. It is worth more in 9th grade so scholars can learn good homework habits and the importance of completing homework on time.

**Classwork:** This category is to ensure scholars are actively participating in class. Since schools typically already award merits/demerits for participation and this can be the most subjective category, it will carry the smallest weight.

**Summative and IA’s: These two categories are the best measure of mastery,** combined they are worth 35% of a scholar’s grade in 9th grade and 50% of a scholar’s grade in 10th – 12th. The 15% increase is to further mirror college expectations, ensure scholars are demonstrating content knowledge, and emphasize the importance of major assessments. Our high school alumni data shows that scholars do relatively well on quizzes, fail a unit test or major paper, and do not realize that these high stakes test carry much more weight.

A quarterly IA in the core class will be worth 3.8% in 9th grade and 5% in 10th -12th grade. Given that each core class has at least 2 summative assessments per quarter, the IA will still be one of the most heavily weighted tasks, to represent the significance of these quarterly exams, above a unit test or essay.

|  |  |  |
| --- | --- | --- |
| **Category** | **9th** | **10-12th** |
| Homework | 20% | 15% |
| Classwork | 15% | 10% |
| Formative | 30% | 25% |
| Summative | 20% | 30% |
| Interim Assessments | 15% | 20% |

For consistency across all courses, we recommend that schools use the assignment categories and weights for all classes. However, schools may deviate for non-core classes, if it makes sense to do so. Please note that grading categories are set up directly by teachers—during teacher training schools should emphasis [the part of the Systems Guide that walks teachers through the process (pages 20-26).](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamST/Shared%20Documents/Systems%20Guide.pdf)

### Interim Assessments

Each of the 4 IA’s will be listed in an “Interim Assessment” category that count for 15% (in 9th grade) and 20% (in 10-12th grade) of a scholar’s final grade in the course. Exam scores will not be “double counted” as regular exams. Further, these IA grades will not show up on transcripts; only a final course grade will appear on transcripts.

By putting IA’s into its own category, we will not dilute the IA % by adding additional assessments into this category. In addition, scholars and families will be able to use Campus Portal to see the true weight of each category and how it makes up the final course grade. Lastly, this configuration will factor IA grades into a scholar’s quarter grades, showing a scholar his/her true quarter grade and allowing for PID conversations earlier in the year.

For example at the end of Q1 a 10th grader has a quarter grade of 75% (comprised on HW, Classwork, Form, and Sum) and an IA1 score of 61%. The scholar’s final Q1 grade is really a 72.2%, which calls out that this scholar is much closer to failing this class, than when IAs and quarter grades are split up at the course level.

Since IA scores will be listed at a category level, it cannot be pulled out and shown separately on the report card. However, it is recommended that schools create its own individual scholar documentation to attach to each scholar’s report card with other pertinent information that IC cannot capture through its report card function. This should include highlighting each IA score per quarter, merit/demerit ratios, state test scores, outstanding fees, upcoming school events, and remedial courses the scholar is currently enrolled in, etc. Click [here](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamOps/Shared%20Documents/Report%20Card%20Supplement%20IA%20Merge.docx) for a sample attachment.

### Assignments in the Grade Book

The gradebook must be balanced so that no one assignment makes up the entire category. For example, if only 2 assignment are listed under “classwork” for the entire year, the category is worth 10% and therefore each assignment would be worth 5% of the course grade. If no assignments are listed in a category, IC will automatically redistribute the % within that course.

Regularly updating grades will mean that families and scholars can check progress and receive feedback regularly. This will also ensure gradebook is up-to-date and there are no surprises at the end of the quarter or year. Ops teams should audit gradebooks once a quarter using this report [here](https://tableau.achievementfirst.org/views/GradeBookKPI/GradeBookHealth#8) and ensure grades are updated at least once a week. **On average, there should be 1 grade per week entered in each of the Homework, Classwork, and Formative categories. On average, there should be 2-3 a summative assessments per quarter, updated about once every 3 weeks.**

To ensure the category percentages above are consistent across high schools, the assignments within each category must also be consistent. For example, if the math teacher categorizes a unit quiz under formative, it could carry less weight than if the assignment was categorized under summative. Teachers should use the following grid to ensure that their assignments within each category are categorized correctly.

**Types of Assignments within Grading Category by Core Content**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Lit** | **Comp** | **Math** | **Science** | **FOL** | **History** |
| **Homework** | • Annotations • DIRT Quizzes (given in class, but assess HW) • Short answers • Prepared notes  **2-5/wk** | • Annotations of class readings • Incorporating peer and teacher feedback  **2-3/wk** | • Problem sets  •Corrections/Re-do  **2-5/wk** | • Text readings • Online videos • Short answer questions • Problem sets  **2-3/wk** | • Reading and annotating • Research  **2-3/wk** | • Reading Notes • Review • Essay Prep • Annotation • Seminar Prep  **2-5/wk** |
| **Classwork** | • TDQ Responses • Annotations • Explications • Seminar Participation   * Exit Tickets   **>1/wk** | • Annotations in readings • Metacognitive comments • Seminar and Discussion Participation   * Exit Tickets   **Per class** | • Notebooks  • In class problem sets   * Exit Tickets   **Per class** | • Labs / notebooks • Engagement in science and engineering practices   * Exit Tickets   **Per class** | • Goal setting, reflection, action planning • Research • Seminar and Discussion Participation   * Exit Tickets   **Per class** | • Essay Prep • Annotation • Seminar Participation • Formative discussion   * Exit Tickets   **>1/wk** |
| **Formative** | • Quizzes • Essays (not for performance tasks)  **2-3/unit** | • Meeting PBA benchmarks/checkpoints •Student/teacher conferences • Quizzes (rare)  **2/unit** | • Quizzes  • Tasks  **1-2/unit** | • Quizzes • Shorter lab reports • Short answer questions  • Problem sets  **1-2/wk** | • Peer/self-assessment • Quizzes  •Performance tasks and presentations  **up to 1/class** | • Quizzes (content and individual review) • On demand writing practice  **2-3/unit** |
| **Summative** | • Essays • Seminar/  Essay • Research Projects  •Performance Tasks  **1-2/unit** | • PBA final Drafts  **2-3/quarter** | • Unit exams  • Projects (Independent application of learning)  **2-3/quarter** | • Performance tasks (end of cycle lab reports) • Unit exams  **1-2/unit** | • Essays • Research projects • Unit exams (rare) • Portfolios  **1-3/unit** | • Unit exams • On demand writing practice (EOU) • Summative Seminar  **1-2/unit** |

### School Discretion Grading Policies

Until additional data is gathered to confirm that there is a best practice for the below policies, these will be school based decisions. Below are some guidelines to consider when creating these school based policies. We ask that you share this information with your R’Sup and cc Rona, so that we can document what each school’s policy is and use it to collect data for future decision making.

|  |  |  |
| --- | --- | --- |
| **Policy** | **Guidelines** | **Rationale** |
| **Late Work** | Late work should be accepted, but with consequences. The policy should be consistent and apply to any late work submitted for any subject.  Schools may consider a cutoff date for when late work cannot be submitted, i.e. no assignment in a prior quarter can be submitted for credit | Scholars must learn to stay organized and manage deadlines. However, our paramount goal is for scholars to learn what we are teaching them. Grading practices should give them the opportunity to complete assignments, and therefore learn from them, albeit for reduced credit or other penalties. |
| **Failing to submit work** | Failing to submit an assignment or take a test is a behavior and requires a behavior consequence. Assigning zeroes as accountability measures without any other supports – essentially as a punishment – does not achieve the desired result  Schools may choose to give a scholar a 0 or 35% in the gradebook | Some schools may choose to assign a 0 in the gradebook because it will automatically trigger a detention in Kickboard, which gives scholars a behavior consequence and time to complete their homework.  Other schools may choose to give a scholar a 35% in the gradebook and manually assign a detention because it will still hold the scholar accountable, but will not distort the grade calculation |
| **Homework** | Homework for each non-AP course should be 30 minutes/course/night  Homework for each AP course should be about 1 hour/AP course/night  Schools should create a process to ensure teachers know what homework is being assigned per night, e.g. grade teams create a two week homework calendar or different subjects are assigned a homework night, History/ Science M, W; Math/Comp T, TH | It is reasonable to expect students to complete about 3-hours of homework per night. This will keep them on a college prep track and enable teachers to assign meaningful homework. |
| **IA Curving** | If the average IA score for a school is below 75%, schools may choose to curve the IA score to reach a 75% class average. However, no scholar should receive above a 100%.  Especially if the IA is a mock AP exam, it may make sense to curve, as a 50% does not necessarily translate to failing, but may actually translate into passing the AP exam. | Due to many school specific differences including teacher skills, school calendar, pacing, etc. there may be a variety of reasons why an entire class does not reach mastery or an average of 75%, therefore this should be a school based decision. |
| **When to enter grades into gradebook** | Schools should set weekly deadlines for when teachers should enter grades into gradebook so that scholars will receive regular feedback.  The deadline should be based on the culture of the school, i.e. a school’s ½ day or when scholars and families expect to review grades | Since each school has a different ½ day or no ½ day at all and have varying levels of Campus Portal activity, it will be a school based decision for when teachers should update grades within each school. |

### **Appendix A:** State Requirements Fulfilled by AF Requirements

|  |  |  |  |
| --- | --- | --- | --- |
| **CT Requirements** | | **CT Requirements fulfilled by AF Requirements** | |
| **1 credit = 120 Hours** | | **1 credit = 120 Hours** | |
| Humanities: English (incl. Composition) | 4 | Literature (Lit I, World, American, English Lang/Comp) | 4 |
| Humanities: Social Studies (incl. American, History, Civics/American Gov.) | 3 | History (World History I/II, US History, Gov./Econ) | 4 |
| Humanities: Fine Arts | 1 | Electives: Arts | 1 |
| Humanities: Elective | 1 | Composition I | 1 |
| STEM: Math (incl. Algebra I, Geometry, and Algebra II/Statistics) | 4 | Math (Algebra I, Geometry, Algebra II, Calculus/Statistics) | 4 |
| STEM: Science (incl. Life, Physical, Elective) | 3 | Science (Physics, Chemistry, Bio) | 3 |
| STEM: Elective | 1 | Science (12th grade science) | 1 |
| Career and Life Skills: Physical Education | 1 | Electives: Physical Education | 1 |
| Career and Life Skills: Health and Safety | 0.5 | Electives: Health | 0.5 |
| Career and Life Skills: Elective | 2 | Foundations of Leadership | 2.5 |
| Foreign Language | 2 | Foreign Language | 2 |
| Electives | 1.5 | Composition II/III, SAT | 2.5 |
| Senior Demonstration | 1 | Composition IV | 1 |
|  |  |  |  |
| Total Credits | 25 | Total Credits | 27.5 |

|  |  |  |  |
| --- | --- | --- | --- |
| **NY State Requirements** | | **NY Requirements fulfilled by AF Requirements** | |
| **1 credit = 108 Hours** | | **1 credit = 120 Hours** | |
| English | 4 | Literature (Lit I, World, American, English Lang/Comp) | 4 |
| Social Studies (incl. American History, Econ, Gov) | 4 | History (World History I/II, US History, Gov./Econ) | 4 |
| Science (incl. life, physical) | 3 | Science (Physics, Chemistry, Bio, AP course) | 4 |
| Math (incl. Algebra, Geometry, Algebra II) | 3 | Math (Algebra I, Geometry, Algebra II, Calculus/Statistics) | 4 |
| The Arts (visual, music, dance, and theatre) | 1 | Electives: Arts | 1 |
| Physical Education | 2 | Electives: Physical Education | 2 |
| Health | 0.5 | Electives: Health | 0.5 |
| Foreign Language | 1 | Foreign Language | 1 |
| Electives | 3.5 | Composition I/II/III/IV, Foundations of Leadership, SAT | 7 |
|  |  |  |  |
| Total Credits | 22 | Total Credits | 27.5 |

### Appendix B: Data on an AF High School Transcript

|  |  |  |
| --- | --- | --- |
| **Transcript Checklist** | **Yes** | **No** |
| **Student Information** |  |  |
| **Student Name** | x |  |
| **Guardian Name** |  | x |
| **State ID** |  | x |
| **Student ID** | x |  |
| **DOB** | x |  |
| **Gender** | x |  |
| **Grade** | x |  |
| **SSN** |  | x |
| **Address** | x |  |
| **Counselor** |  | x |
| **Graduating Class Year/Date Diploma Awarded** | x |  |
| **School Information** |  |  |
| **Academic Seal** | x |  |
| **Name** | x |  |
| **Address** | x |  |
| **CEEB#** |  | x |
| **Phone** | x |  |
| **Fax** | x |  |
| **Signature/date line** | x |  |
| **Graduation Requirements** |  | x |
| **Accreditation** |  | x |
| **Academic Record** |  |  |
| **School Year** | x |  |
| **Grade** | x |  |
| **HS courses** | x |  |
| **Failed Previous Year Courses** | x |  |
| **Failed Previous Year Grades** | x |  |
| **Scores (%):** |  |  |
| By Term |  | x |
| Final |  | x |
| **Grades (e.g. A, B):** |  |  |
| By Term |  | x |
| Final | x |  |
| **GPA Weight per course** | x |  |
| **Credits per year** | x |  |
| **Credits to date/in-progress** | x |  |
| **Class Percentile** | Optional |  |
| **Special Program(s) (e.g. Summer Program)** | x |  |
| **GPA:** |  |  |
| Term GPA (weighted) |  | x |
| Yearly Cumulative GPA (weighted) | x |  |
| Cumulative GPA (weighted) | x |  |
| Term GPA (unweighted) |  | x |
| Yearly Cumulative GPA (unweighted) |  | x |
| Cumulative GPA (unweighted) |  | x |
| **Courses in Progress:** |  |  |
| School Year | x |  |
| Courses | x |  |
| Scores per report card term (%) | x |  |
| Grades per report card term (e.g. A) | x |  |
| Credits per course | x |  |
| **Assessments** |  |  |
| **State Exams:** |  |  |
| Regents (highest score per test) | x |  |
| CAPT (optional) | x |  |
| **Other Exams:** |  |  |
| AP Exams |  | x |
| SAT/ACT |  | x |
| **Special Notes/Other** |  |  |
| **Grade Legend (e.g. A - 93-97)** | x |  |
| **Grading/GPA Scale (97-100 or A+ - 4.33 or 5.33 (AP))** | x |  |
| **Composite Grading** |  | x |
| **Explanation of Marks (e.g. P/F)** | x |  |
| **Term code (e.g. Fall, Winter)** |  | x |
| **Community Service** | Optional |  |
| **Activities/Clubs** |  | x |
| **Transfer Courses/Credits** | x |  |

### Appendix C: Components of Efforts

|  |  |
| --- | --- |
| **Control Areas** | **Ways to teach or reinforce each component of effort** |
| **Time** – Did the scholar put in sufficient time to get the job done? | Be specific about how much time a task should take and help them with pacing. “This math problem is complicated, you should spend 3 full minutes reading and re-reading first”  Use a timer to get scholars to slow down.  “When the timer dings once, you should just be finishing up your brainstorm.”  Praise scholars who take their time (when accuracy is the goal).    Share examples of how professionals take time on their work.  For example, in writing you could say, “Professional writers spend months editing and revising the same book.  Push yourself to spend more time on revising than you usually do.” |
| **Focus** – Does the scholar work efficiently and without distractions? | Teach students what a distractor is and teach them to remove distractors from their workspace when they need to focus.  For example, teach scholars to put away fun erasers, pencil sharpeners, hair bands, etc. when it’s time for them to start working.  Have a stack of colored markers (red, yellow, green).  As students begin working, go around to repeatedly unfocused student and put a red dot on the problem/line she/he is working on.  Say, “In 5 minutes, I’m coming back to see how much work you’ve completed.”  In 5 min, put a yellow dot on the page on the problem/line the scholar is working on, then do the same thing 5 minutes later.  If the student is pacing themselves, the dots will be evenly spaced throughout the page.  Teach students what focused homework looks like.  Show pictures of a student lying in front of the television and pictures of a student working at a table (or with a binder on her/his lap).  Explain that students who turn off the TV during HW time do better on their hw.  Enforce mandatory silent study time afterschool and/or before and during IA week so that scholars can feel what it is like to study without distractions. Have exceptional students tutor to reinforce concepts. |
| **Resourcefulness** – When a scholar is stuck, does he/she know where to go for help? | Together with a student, generate a “what to do if I’m stuck” list.  (The list could include … reread the question, look in my notes, look at my neighbor silently and see what they’re doing, raise my hand, etc.)  Laminate the list and put it on a student’s desk (or in her/his bookbag if it applies to HW).  Praise the student for being resourceful when s/he uses it!  Allow specific students to have a secret signal with you (any hand signal will do).  If the scholar gets the nod from you, then she/he can ask a neighbor a question.  Have an exceptionally organized student regularly Xerox their binder of notes.  Keep this in the classroom as a reference guide for struggling students. |
| **Use of feedback** – How or where can the scholar get feedback on how she/he is doing?  Does the scholar know where to go for feedback? | After scholars receive back graded work, ask them to list 3 things they will do differently on their next assignment (examples= take their time, read the question twice, review their work when they’ve finished, etc.).  Then, give remind them of these areas the next time they do an assignment.  Teach students that teachers give feedback in specific ways.  Sometimes, a teacher will look in your direction as a reminder to fix something.  Explain to the scholar that it’s his/her job to figure out what he/she needs to fix.  (Teachers can scaffold this process by asking scholars, “Right now you are [objective observation].  What do you need to fix?”)  Role play these “subtle teacher moves” with the student so they can start looking for feedback.  Give scholars an “effort rubric”.  As them to grade themselves on how much effort they put into a task/assignment. |

### Appendix D: Communicating Expectations:

Overtime, some students have internalized teachers’ perceptions of their own low ability.  We need to work EXTRA hard to make sure all of our students have *confidence in their capacity*.  To build this confidence, *scholars need to feel as if they have control over their own learning successes/failures*.

If students are asked to attribute their successes/failures to factors within their control, they will be more likely to try harder in the future.  Take a look at these examples where teachers can explicitly help students make these connections.  (From The Skillful Teacher, chapter 12)

|  |  |
| --- | --- |
| **HIGH Expectations Statements**:  Get students to attribute their successes and failures to factors over which they have great immediate control. | **LOW Expectations Statements**:  Subtle ways teachers reinforce students’ negative perceptions of their own “fixed” intelligence. |
| 1) “Smartness is not something you’re born with.  You make yourself smart.”  2) When a student says, “This is easy,” respond, “It wasn’t always easy.  What did you do to get smart at it?”  3) When a student is struggling, a teacher might say, “You’ve proven in your work all week that you have brain power to do some very challenging problems.  There must be some strategy you aren’t using yet that would help you know.  Let’s look at how you’re working through this and do some brainstorming.”  4) Praise effort and preparation like, “You came in for extra help, studied before the test, and took time checking your answers before handing it in.  AND it really paid off.”  5) When a student says something like “I don’t get this book,” respond with a reply like, “You’re able to understand stories when you have the right background knowledge [or fill in other reason].  So there must be something the author is assuming about experiences you’ve had that isn’t true.  Let’s see, what could it be?  Show me one of the places you got confused.”  6) “Way to stick with it.  You were confused at first, but then you tried a different way.  I can SEE you making yourself smarter!” | 1) When a scholar thinks an assignment is too hard, a teacher might say, “Do the best you can, ok?  At least read the first chapter.”  2) “I don’t know if you’ll be able to do this but give it a try.”  3) “Good luck on this test.” We want scholars to know luck has nothing to do with it!  It’s all about hard work and preparation.  4) “You guys are really smart.” Smart is not something you are.  It’s something you become. |

### Appendix E: AF high school GPA Scale

The following grading and GPA scale in Infinite Campus will be used for all GPA weight-bearing courses that will be posted to transcript.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grading & GPA Scale** | | | | | | | | | | | | | |
| **Letter Grade:** | A+ | A | A- | B+ | B | B- | C+ | C | C- | F | F | F | F |
| **Numeric:** | 100-97 | 96-93 | 92-90 | 89-87 | 86-83 | 82-80 | 79-77 | 76-73 | 72-70 | 69-67 | 66-63 | 62-60 | 59-0 |
| **Standard Scale:** | 4.33 | 4.00 | 3.67 | 3.33 | 3.00 | 2.67 | 2.33 | 2.00 | 1.67 | 1.33 | 1.00 | 0.67 | 0.00 |
| **AP Scale:** | 5.33 | 5.00 | 4.67 | 4.33 | 4.00 | 3.67 | 3.33 | 3.00 | 2.67 | 2.33 | 2.00 | 1.67 | 1.33-0 |

### Appendix F: AF Scheduling and Staffing Minimums

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **Required Minimums:** | **“Best Case” Recommendation** | **Strength of “Best Case” Recommendation** |
| **Science** | Scheduling | Minimum of 52 per day or block scheduling of 275 minutes a week is also fine\*  A minimum of one science AP per school must be offered; we are moving to two per school pathway. | Recommended 60 minutes a day + additional lab period once a week. | Highly recommended to have at least one additional lab period for AP classes |
| Staffing | Teachers should teach courses where they have deep content expertise; it is generally preferable for the same person to teach Bio & AP Bio and not AP Bio and Physics | Preferable for the lab teacher to be the regular teacher as well so that time can be used flexibly if necessary. | Moderate |
| **Reading/Literature** | Scheduling | All scholars should take AP Lang in grade 12. AP Lang is the capstone course for our high schools. If schools are not hitting a % at or close to 100%, they should be in strong communication with RS to make a significant increase from last year (exact increase needs to be approved by RS).  52 minutes per day | 60 minutes a day | Moderate |
| **Math** | Scheduling | All seniors should take an AP math course, either AP Statistics or AP Calculus.  52 minutes per day  For intervention, ideally only 5-10% of students should be using Agile Minds. Right now, it’s at about 20%. | 60 minutes a day | Moderate |
| Staffing |  | A person should not teach both AP Calc and AP Stat. The ideal is that an AP teacher is only prepping for that class. If the ideal is not possible, the second course they teach should be one they have experience in so that their planning time is manageable. | Strong |
| **Writing** | Scheduling | 52 minutes per day, 4 days/week | 60 minutes a day | Very strong |
| Staffing |  | All teachers should have one sacred day a week off for grading with no duties for a minimum of four consecutive hours. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **Required Minimums:** | **“Best Case” Recommendation** | **Strength of “Best Case” Recommendation** |
| **Special Education** | Scheduling | If a student has co-teaching on their IEP and needs co-teaching, they need 1,050 minutes per week of co-teaching.  \*\* Note: In CT, the number of minutes/week depends on what is written on a student’s IEP.  It may be more or less than what is outlined above.  1,050 is likely an O.K. marker as “average support” for students who have co-teaching/push-in supports for Math, ELA, and writing.  During the school day, 30 min ELA intervention per day in grade 9 and 10; 30 min Math intervention per day in grade 9 and 10 | Beyond the 60 min of interventions per day in the schedule, schools may need to get creative about using other time to provide additional supports to struggling scholars and still meet graduation and course of study minimums. | Strong |
| Staffing |  | In years 1 and 2, the academic dean will have Special Education Leadership responsibilities (i.e. managing the IEP process, etc.).  The number of special education teachers required depends on the student need in the school.  At a minimum, schools should have 4 special education teachers who co-teach content and provide intervention and SETSS/resource room support. | Strong |
| **Vocabulary** | Scheduling | Recommended, but not required | Minimum of 64 minutes per week of vocabulary instructional time (8 minutes per word).  One, 16-20 minute block of vocabulary instruction per day, 4x per week with vocab a separate 15 minutes not right before or after reading and/or not taught by the same person.  12th does not have enough room for vocab as a separate class; vocab could occur in Advisory | Moderate  (With this best case recommendation, words taught in vocabulary that day should align to the reading in literature class that day; however, this may be a “nice to have.”) |
| Staffing | Recommended, but not required | Minimum of strong TIR to teach all 8 words for the grade; prefer humanities teacher.  In VERY rare cases, the college readiness teacher may step in. | Moderate |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | Required Minimums: | “Best Case” Recommendation | Strength of “Best Case” Recommendation |
| **Foundations of Leadership** | Scheduling | 9 – 11: 52 min per class; two days per week  12: 52 min per class; four days per week | 60 min per class  FOL 9 and 10 are scheduled at times when FOL 11 and 12 are not being taught; FOL 11 is not scheduled when FOL 12 is being taught. With this best case recommendation, FOL 9 – 11 teachers have designated space in schedule to push in or pull students out of FOL 12 to assist with college essays and personal statements. FOL 9 and 10 teachers are able to push in or pull out of FOL 11 also for the same reason. FOL teachers qualify for TCP. | Moderate - Strong |
| Staffing | 9 – 11 is taught two days per week for the entire school year. | Because of time sensitive processes built into the FOL curriculum, the course cannot be condensed into four days per week, two quarters per year. Additionally, this schedule allows FOL 9, 10 and 11 teachers to push into or pull students out of FOL 11 and 12 as designed to ensure long-term sustainability of our teams to support increasingly more competitive scholars to matriculate to more selective colleges where they will receive the best academic, social and financial support. | Very Strong |

|  |  |  |  |
| --- | --- | --- | --- |
| **Other Area** | **Description of Guidance** | **Recommended or Required** | **Additional Explanation** |
| TIRs | The staffing guidance for a school with four sections per grade is for four TIRs who focus on grading and feedback support for Humanities classes (with a special focus on Composition) along with all vocab instruction for one grade, 9-11. TIRs will need specific PD in both of these areas to be successful in these roles. | Recommended | Composition teachers need additional grading support if they have cohorts of more than 80 scholars. For schools with cohorts of less than 80 scholars, TIRs should be repurposed in order to build a Science teacher pipeline as this is an area that is consistently hard to staff for our schools.  Ideally, vocab words per grade need to be taught by the same person, but schools have flex about exactly how to get there. |
| PD Time | If schools want to use a consistent 5-day a week schedule, they must schedule PD time after school that ensures the same amount of time for PD than an early dismissal schedule would (current guidance is 60 min grade level/department meetings and 90 min whole school). | Required | If schools use this kind of schedule, they also need to make sure detention and Friday extension (or similar structure) can be scheduled without impacting teacher attendance at PD sessions. |
| Intervention (or other) pull outs | Pulling scholars out of class for additional intervention cannot happen during any class tagged to an AF or state graduation requirement (this includes core classes, most electives, and College Readiness Seminar). This may mean that schools need to get creative about having some intervention teachers come in early/leave late/run Saturday support so that struggling scholars get the minutes of intervention they need to be successful. | Required | Unless they are on an explicit 5 year plan, if we pull scholars out of these courses, they cannot meet AF and/or state graduation requirements and graduate on time. |
| Elective Credits | Scholars need to take 1 credit of Art/Music in NY and 1 credit of Fine Arts in CT.  This is most easily filled opposite the intervention blocks in grades 9 and 10; any scholar who had interventions during both years may need to take a Health/Elective rotation in junior and senior years in order to fulfill all credit requirements for graduation.  Schools can also use time during vacation weeks, summers, weekends, and before/after school. This credit accumulation needs to be very carefully monitored. Scholars without intervention needs would be able to do other things (e.g.: more electives, labs, AP study blocks, etc.) | Required |  |