

The rigorous academic program, along with the character formation taught through virtue study and literature, will endow Chicago Classical Academy Charter School (CCA) students with the following characteristics that will enable them to succeed in high school and beyond:

Analytical Thinking: The study of such logical subjects as math and Latin and the Socratic Method will help students to think carefully and reasonably to solve problems.

Clear Communication: The study of rhetoric and the constant exposure to complex language and well-organized writing will prepare students to become precise in their use of words, to organize their thoughts carefully, and to tailor their speech to an intended audience.

Self-discipline and a Strong Work Ethic: Classical education requires a diligent work ethic. A student formed in this environment has learned the requirements of success – self-restraint and hard work.

Responsibility: CCA students will not be protected from the consequences of their actions. They will be required to actively strive for knowledge. Remembering assignments and long-term projects will be their responsibility. They will be given the option of failing if they do not fulfill their duties. This is great preparation for high school and adult life.

A student may be promoted on the basis of academic achievement and/or demonstrated proficiency in the subject matter of each grade level. To earn credit in a course, a student must receive a grade of at least 65 percent and must successfully complete all assigned coursework.

Promotion criteria will be explained to parents at the orientation meeting as well as in the student/family handbook distributed to all families at the beginning of the school year. Academic achievement and promotion will be reported to parents via report cards, which will be disseminated four times a year. The final report card of the academic year will notify parents that their students have been promoted to the next grade level.

Students who enroll in CCA prior to the school year will be placed in the grade above their last level of successful completion in their previous school. Students who transfer mid-year will be placed in their current grade level. To determine placement of students with no prior formal schooling, we will initially request exam data from previous school years (if available), which includes standardized test scores and student performance, to establish baseline data.

Academic placement of students will be based on recommendations from former teachers, achievement levels based on diagnostic instruments and a compilation of class work during the year. If standardized test data is not available, students will be given other diagnostics as determined by the Principal. Students will be promoted when they have met the requirements for their current grade and have shown the proficiency necessary to move to the next grade level. Riggs and Singapore Math diagnostic assessments will be used to determine placement in flexible ability groups as these are the instrument of our curriculum. CCA will strive to ensure that all our students are proficient, appropriate to their grade level, in reading, writing, science, mathematics, and history.

Solid literacy is the foundation of all learning. Without the ability to read well, a student cannot advance in English, History, the Sciences, the Arts, and even Mathematics. Since language is the basis of all human interaction, a person cannot thrive independently in the world without a strong foundation in literacy. The ability to read at grade level, particularly in the early elementary grades, will therefore be a requirement for promotion.

The school will follow the criteria of reading competency set forth in the Riggs program. Since students in kindergarten and first grade will advance in literacy over the course of the year and all will be given explicit phonics instruction throughout the year, the inability to read at the outset should not be a cause of concern. Parents will be immediately informed as soon as the teacher suspects their child may need to be retained.

Diverse Learners

Diverse Learners receiving special education and related services under an Individualized Education Plan (IEP) are expected to meet the same promotion criteria as their same age, same grade, non-disabled peers unless the IEP modifies the promotion criteria in whole or in part (this includes English Learners with an IEP).

English Learners

English Learners may complete their general academic curriculum in their native language (if CCA has a TBE program) and/or English. ELs shall be promoted to the next grade at the end of the academic year if they receive final

report card grades of 65% or above in reading and math. An EL's NWEA score shall not be used for purposes of promotion.

ELs who fail to meet the academic performance criteria noted above will be promoted to the next grade only upon satisfactory completion of summer school. Appropriate summer school placement will be determined by the General Education teacher and the Student Services Team.

Grade	Promotion Requirements
K	<ul style="list-style-type: none"> Attendance: No more than 9 unexcused absences per school year Read at a minimum of a 1.0 instructional level Mastery of 50% of phonograms taught in K Demonstrate the ability to decode and read the open and closed syllable words learned during the year Completing all required assignments
1	<ul style="list-style-type: none"> Attendance: No more than 9 unexcused absences per school year Read at a minimum of a 2.0 instructional level 80% of phonograms taught at the first grade level Must be spelling at least on grade level using the Riggs Orthography Scale Completing all required assignments
2	<ul style="list-style-type: none"> Attendance: No more than 9 unexcused absences per school year Read at a minimum of a 3.0 instructional level 100% of phonograms taught at the second grade level Must have attained competence in all the core subjects over the course of the year and attained at least a 65% average Completing all required assignments
3	<ul style="list-style-type: none"> Attendance: No more than 9 unexcused absences per school year Read at a minimum of a 4.0 instructional level Must have attained competence in all the core subjects over the course of the year and attained at least a 65% average Completing all required assignments
4	<ul style="list-style-type: none"> Attendance: No more than 9 unexcused absences per school year Read at a minimum of a 5.0 instructional level Must have attained competence in all the core subjects over the course of the year and attained at least a 65% average Completing all required assignments
5	<ul style="list-style-type: none"> Attendance: No more than 9 unexcused absences per school year Read at a minimum of a 6.0 instructional level Must have attained competence in all the core subjects over the course of the year and attained at least a 65% average Completing all required assignments
6	<ul style="list-style-type: none"> Attendance: No more than 9 unexcused absences per school year Must have attained competence in all the core subjects over the course of the year and attained at least a 65% average Completing all required assignments
7	<ul style="list-style-type: none"> Attendance: No more than 9 unexcused absences per school year A student must attain a 65% in core courses (English, history, math, science)

	<ul style="list-style-type: none">• Completing all required assignments
8	<ul style="list-style-type: none">• Attendance: No more than 9 unexcused absences per school year• A student must attain a 65% in core courses (English, history, math, science)• Completing all required assignments

Interventions:

- Difficulties or weaknesses in reading development will be identified through our assessments and instructional supports and services will be provided as needed so that students can meet promotion standards. Extra instructional time will be offered during the pre-scheduled study hall time-slots. Students that require additional interventions may be pulled out of special blocks for intense one-on-one or small group remedial sessions.
- When student interim progress reports indicate that they may be at the risk of non-promotion, CCA will develop and individualized plan to bring the student up to grade level by:
 - clearly identifying the specific diagnosed academic needs to be remediated;
 - clearly identifying the success-based intervention strategies to be used;
 - clearly identifying a variety of remedial instruction to be provided; and
 - clearly identifying the monitoring and reevaluation activities to be employed.
- In grade 7-8, Students who make a C in a single class may re-take the class with the approval of the Principal
- Summer school: 3-week session will be offered in the summer for all grade levels for intensive remediation. Teachers will be offered a stipend to participate in these extra sessions. Students will be required to pass the summer school assessment to be promoted to the next grade level.