



**ACORNS INTERNATIONAL SCHOOL**  
INSPIRING AND EMPOWERING

# STUDENT ATTENDANCE AND RETENTION POLICY

April 2022/Feb 2023

AIS aims for every learner to be successful. However, we also believe that for every child the measure of success and the path to be successful may vary.

**Reviewed by:**

**Ameena Lalani**

Head of School

**Yirka Vinck**

Head of Early Childhood

**Shallon Baguma**

Head of Primary

**Shirin Bagchi**

Head of Secondary

**Henry Kalanzi**

Head of Specialties

**Rachelle Hale**

Head of LSS and PYPCC

**Nishita Shrivastava**

Head of Admissions & Advancement

# Student Attendance and Retention Policy

## *Policy for Primary and Secondary*

Acorns International School (AIS) aims to enable every learner to be successful at their year level. Through the school year, students take Measures of Academic Progress (MAP) Assessments in order to track progress of individual learners. The MAP results are given to parents and also monitored by the Learner Support Services (LSS) department, in order to ensure students are meeting year level expectations.

### 1. MAP-MEASURES OF ACADEMIC PROGRESS

The MAP results indicate a percentile score for each content area tested. The percentile score is an indication of how the student scores, in relation to other students their age, that take the MAP worldwide. For example, a student scores in the 85<sup>th</sup> percentile; this means they have scored better than 85% of others their age, and have scored lower than 15% of others their age.

The following chart indicates the percentile scores and the indication of what each score *typically* translates to, in relation to student productivity in class.

1-20 Percentile	21-40 Percentile	41-60 Percentile	61-80 Percentile	81-100 Percentile
<b>Low</b>	<b>Low Average</b>	<b>Average</b>	<b>High Average</b>	<b>High</b>

<p>Students typically are still working to understand concepts taught in previous year levels. Students are not able to keep up with new concepts being taught in class and need significant intervention and support from teachers and home. They are typically unable to be independent in class at a level required by their year, even with support.</p>	<p>Students have a basic understanding of previously taught concepts and understand most of the new concepts being taught. They typically will need teachers to spend more time on a concept in order to understand.</p> <p>They typically need additional support from classroom teachers and home to be independently successful at their year level.</p>	<p>Students have an understanding of previously taught concepts, and are able to keep up with new concepts as they are being taught. These students are typically able to be independently successful at their year level with support from classroom teachers during lessons.</p>	<p>Students have a working knowledge of previously taught concepts and are able to quickly apply this knowledge to new concepts. May need minimal support from time to time, but are independently successful at their year level.</p>	<p>Students have mastered previously taught concepts and are typically able to be independent at their year level without additional support. They will be learning new concepts at their current year level, and teachers can offer support by encouraging more challenging work after a new concept is mastered.</p>
--	---	--	--	--

Learner Support Services (LSS) specifically tracks the students who are scoring in the “Low” range. These students, for several possible reasons, are unable to make progress in order to meet year-level expectations. After each MAP Assessment, parents of students scoring in this range will be given a letter as notice of their child’s score. Student’s scoring “Low” in Language will qualify for Language Support Classes and there will be recommendations for how parents can support their child in school and at home.

At the end of the year, LSS will analyse the student's progress over the academic year and, along with teacher input, make recommendations to parents, if the child would benefit from repeating the year level. This will be a recommendation, which needs to be considered by parents very carefully, but parents can decide to let their child move to the next year level. If parents choose this, they will have to sign a waiver stating that AIS has made the recommendation, but they do not wish to take it at this time.

If a student, at any yearband level, has attended less than 90% per term, AND is scoring in the 'Low' range, retention will be mandatory.

Students who have missed a MAP Assessment due to travel in Term 3 will be required to take it before being placed in a class the following academic year; to ensure they are placed appropriately. EVEN IF their scores previously were above the "Low" range.

MAP scores along with the end of the term assessments and 90% attendance per term determines the readiness of the student for the next higher class.

This requisite is also mandatory for registration of the student for external examinations. viz- MYP eAssessments, IB DIPLOMA and Cambridge AS and A Levels examinations. AIS management reserves the right to not enrol the student for registration for the external examinations in case of prolonged absence, below grade level performance and non adherence to the submission dates of internal assessments and personal projects.

The school will allow for only one session of retake for the external examinations -viz- MYP eAssessments, IB DIPLOMA and Cambridge AS and A Levels examinations. This is to ensure the age appropriate grade levels and placements.

**Reviewed by:**

Ameena Lalani - Head of School

Yirka Vinck - Head of Early Childhood

Shallon Baguma- Head of Primary

Shirin Bagchi- Head of Secondary

Henry Kalanzi- Head of Specialities

Nishita Shrivastava – Head of Admissions & Advancement

Rachelle Hale – Head of LSS and PYPCC

**Date of Review:** April 2022/Feb 2023

**Next Review Due:** August 2024