

Elementary SPP&G – Overview of Key Changes for 2014-15

Jefferson County Board of Education

1. Introduction

- Clarifies that the SPP&G is reviewed and approved by the board annually
- SPP&G supports the philosophy and vision of JCPS
- SPP&G complies with Kentucky Law

Introduction

~~The This uniform Student Progression, Promotion, and Grading (SPP&G) Handbook is board policy and is not subject to change by SBDM Councils, summarizes and clarifies related policies and practices established by the 1990 Kentucky Education Reform Act (KERA) and the Jefferson County Board of Education (JCBE). The Jefferson County Public School (JCPS) District establishes uniform procedures for grading, progression, and promotion for elementary, middle, and high schools. These procedures contents of the SPP&G Handbook are reviewed and approved annually by the JCBE Jefferson County Board of Education (JCBE). The Student Progression, Promotion, and Grading SPP&G Handbook supports the implementation of Kentucky state laws and the philosophy and vision of JCPS the Jefferson County Public Schools (JCPS) and complies with Kentucky state laws.~~

2. Components of Academic Grades

- Changed from a maximum of 20% per component to a maximum of 40% per component.
- Changed that one category may count for no more than 60% of the total grade rather than 40% of the total grade.
- Listed an “Other” component under each category so that teachers may add to the **suggested** components listed in the SPP&G.

Components of Academic Grades

Components of Academic Grades

~~Teachers will use a balanced approach in evaluating student mastery of standards and in determining grades. Academic grades reflect what the student knows and is able to do. Academic grades are based on standards and must include at least two components from each of the following categories. No one component can be more than 20 percent and no one category more than 40 percent of a student's grade.~~

<u>Categories</u>	<u>Student Engagement</u>	<u>Student Progress</u>	<u>Student Mastery</u>
<u>Components</u>	<u>Participation</u>	<u>Homework</u>	<u>Tests</u>
	<u>Group Work</u>	<u>Problem Solving</u>	<u>Proficiency Assessments</u>
	<u>Discussion</u>	<u>Class Assignments</u>	<u>Projects</u>
	<u>Journals/Logs/Notebooks</u>	<u>Quizzes</u>	<u>Performance Assessments</u>
	<u>Teacher Observation</u>	<u>Anecdotal Records</u>	<u>Presentations</u>
	<u>Student Reflection</u>	<u>Student Self Assessment</u>	

Teachers will use a balanced approach in evaluating student mastery of standards and in determining grades. Academic Grades reflect what the student knows and is able to do. Academic Grades are based on standards and must include at least two of the suggested/other components from each of the following categories. No one component may count for more than 40 percent of the total academic grade and no one category may count for more than 60 percent of the total academic grade.

<u>Categories of Academic Grades</u>	<u>Suggested Components for each Category</u>
<u>Student Engagement with the Standards</u>	<u>Participation, Group Work, Class Discussion, Journals/Logs/Notebooks, Teacher Observation, Student Reflection or other measures of student interaction.</u>
<u>Student Progression Toward Standards</u>	<u>Homework, Problem Solving, Class Assignments, Quizzes, Anecdotal Records, Student Self Assessment or other measures of student progress.</u>
<u>Student Mastery of Standards</u>	<u>Tests, Proficiency Assessments, Projects, Performance Assessments, Presentations, or other measures of student mastery.</u>

3. Progression for Intermediate Students

- Clarifies that KRS 158.6453 requires writing portfolios or folders with samples of student work are to be maintained at each grade level that will travel with the student from grade to grade and from school to school

Progression for Intermediate Students

• All students will have access to the curriculum mandated by the Kentucky Core Academic Standards (KCAS)/Program of Studies. Students struggling to meet performance expectations will be provided interventions based on the Response to Intervention (RtI) framework. KRS 158.6453 requires writing portfolios/folders, consisting of samples of student work showing growth over time, to be maintained for each student. These folders will follow each student from grade to grade and to any school in which the student may enroll.

~~Writing portfolios, consisting of samples of student work, shall be maintained for each student and follow each student from grade to grade and~~

~~to any school in which the student may enroll.~~ The decision to promote a student is made by local school administrators based on observations and the student's demonstrated performance of the curriculum and academic expectations. Documentation of student performance may include report card grades, school- or district-created summative assessments, other standardized assessments, teacher observations and logs, anecdotal records, progress recorded on an Individual Education Program (IEP), and Response to Intervention (RtI) data.