

Middle School 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 uniform Student Progression, Promotion, and Grading Handbook 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 are reviewed annually by the JCBE. The Student Progression, Promotion, and Grading Handbook supports the implementation of Kentucky state laws and the philosophy and vision of JCPS.~~

~~The uniform Student Progression, Promotion, and Grading (SPP&G) Handbook is board policy and is not subject to change by SBDM Council.~~

~~The contents of the SPP&G Handbook are reviewed and approved annually by the Jefferson County Board of Education (JCBE.) The SPP&G Handbook supports the philosophy and vision of 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

~~Teachers will use a balanced approach in evaluating student mastery of the standards and in determining student 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:~~

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

~~No one component may count for more than 20 percent of the total academic grade, and no one category may count for more than 40 percent of the total academic grade. Participation points are not attain-~~

~~dance points, and academic grades are not reduced as punishment for misconduct.~~

~~Documentation of academic components is required. Each teacher must supply a copy of his or her grading procedures to the students and the principal. Parents/Guardians may obtain information about grading procedures from their child, at Open House, and during parent/guardian teacher conferences.~~

~~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. Participation points are not attendance points, and academic grades are not reduced as punishment for misconduct.~~

<u>Categories of Academic Grades</u>	<u>Suggested Components for Each Category</u>
<u>Student Engagement wWith 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>

Each teacher must supply a copy of his or her grading procedures/syllabi to the students and the principal. Parents/Guardians may obtain information about grading procedures from their child, via online resources, at Open House, and during parent/guardian-teacher conferences.

3. Frequency of Grade Reporting

- Clarifies that parents will be notified at least one week prior to the six week report card if a student is exhibiting a decline in performance

Frequency of Grade Reporting

Report cards ~~Interim grade reports~~ are issued at the end of each six-week grading period. Each six-weeks grade represents a report of all work completed during that grading period.

If a student is exhibiting unsatisfactory performance or is experiencing ~~a decline in~~ changes in performance, the teacher must notify the parents/guardians ~~in a timely manner, at least one week~~ prior to distribution of ~~each six-week~~ the interim grade report or report card. Any of the following ~~forms~~ may be used for this purpose:

- District-provided Notice of Significant Change in Student Performance (page 12)
- ~~• District-provided Middle School Interim Progress Report (page 13)~~
- School-designed Progress Report

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- Infinite Campus/Parent Portal

After notification of a deficiency, the teacher must develop an intervention plan in cooperation with the student and parent/guardian.

4. Assessment Benchmarks and Promotion to High School

- 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

Assessment Benchmarks and Promotion to High School

All students are expected to meet the following criteria in order to move from eighth to ninth grade:

- ~~KRS 158.6453 requires writing portfolios/folders, consisting of samples of student work showing growth over time, shall to~~ be maintained for each student ~~and—These folders will~~ follow each student from grade to grade and to any school in which the student may enroll ~~(K—12)~~.
- Pass at least two-thirds of eighth-grade courses taken, including language arts, mathematics, and social studies
- Score Apprentice level or higher on the following seventh-grade state assessments:
 - Reading assessment
 - Mathematics assessment

or

The student must demonstrate satisfactory progress in meeting assessment benchmarks through a school-designed intervention or a set of district-designed competency modules. Students who do not meet the criteria above, either by scoring lower than Apprentice on one or more state assessments or by failing to demonstrate competency through modules or intervention methods, may be considered for a transitional promotion from eighth to ninth grade.