

JEFFERSON COUNTY PUBLIC SCHOOLS

Student Progression, Promotion, and Grading

Middle School

~~2013-14~~

14-15



Jefferson County
Public Schools 
Shaping the Future

Jefferson County Public Schools

**Middle School
Student Progression,
Promotion, and Grading
Handbook
20~~13-14~~14-15**



Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

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.

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Vision (What we intend to create)

- All JCPS students graduate prepared to reach their full potential and contribute to our society throughout life.

Mission (Why the organization exists, what functions it performs, and for whom it performs)

- To provide relevant, comprehensive, quality instruction in order to educate, prepare, and inspire our students to learn

Core Values (Deeply held driving forces for action and conduct)

- Our students are cared for and treated as if they are our own.
- Children learn differently.
- What happens in the classroom matters the most.
- The differences of each are assets of the whole.
- High-quality teaching is the most powerful tool for helping students reach high standards.
- Leadership and innovation are essential to prepare students for their future.
- Talents and resources are used wisely to benefit students.
- Partnerships among schools, families, and community are important for the health and well-being of our students.
- Adults model integrity, respect, creativity, and accountability.

Since formative assessment, evaluation, and a grading system are integral, planned parts of the curriculum, educators shall actively communicate student progress with parents/guardians and students. This communication will include early identification and support of students who are struggling or who are at risk of failure. In addition, schools are encouraged to develop school-based policies that ensure the appropriate implementation of interventions, support systems, and organizational structures to support individual learning goals and continuous progress toward the next instructional level.

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Board of Education Policies

Uniform Student Progression, Promotion, and Grading Retention (Board Policy IKA08.22)

All schools shall implement the uniform Student Progression, Promotion, and Grading Procedures ~~for that level that has which have~~ been developed by a broad-based committee and approved by the administrative staff and the ~~JCBE Board~~. Written reports shall be sent to parents at established intervals. ~~Parents/ Guardians shall be notified annually of the procedures used to evaluate the academic performance of students. If a student is exhibiting unsatisfactory performance or is experiencing changes in performance, parents/guardians must be notified in a timely manner prior to the distribution of the progress report or report card.~~

~~Students may advance through the established program of studies in accordance with the prescribed requirements, P1-12. Students shall not be penalized in grades 9-12 for work completed during an approved summer session.~~

CERTIFICATE AND TRANSFERS

~~When a student in any public school completes the prescribed program of studies of the eighth grade, s/he is entitled to a certificate of completion. The certificate shall entitle the student to admission into any public high school. Any promotions or credits earned in attendance in any approved public school are valid in any other public school. In case a student transfers to the District from a school of another district, s/he may not be assigned to a lower grade or course until the student has demonstrated that s/he is not suited for the work in the grade or course to which s/he has been promoted. Procedures for evaluation of transfer records shall be contained in the Student Progression, Promotion and Grading Handbook.~~

~~A student who has completed the requirements established by the State Department of Education for a vocational program shall receive a vocational certificate of completion specifying the areas of competence.~~

DIPLOMAS

~~Upon successful completion of all state and Board requirements, the student shall receive a diploma indicating graduation from high school.~~

PROMOTION/RETENTION

~~Student progress through the educational program shall be determined by criteria that reflects mastery of state-required capacities and is aligned with the Kentucky Core Academic Standards and as outlined in the Student Progression, Promotion and Grading Handbook.~~

STUDENTS WITH DISABILITIES

~~In cases which involve students with disabilities, the procedures mandated by federal and state law for students with disabilities shall be followed.~~

Student Conferences (Board Policy IKAC)

Teachers shall be available for conferences requested by students. Teachers may initiate such conferences without a student request when the need is evident.

Parent Conferences Hours of Duty (Board Policy IKAD03.1332) (in part:)

Parent Conferences

~~Teachers-Certified employees~~ shall be available for conferences requested by parents. Reports to parents shall include provision for a parent or teacher request for a conference. Such conferences shall be scheduled at a mutually agreeable time to the extent possible. The Board ~~of Education~~ shall

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~~encourage that endeavor to provide for~~ parent-teacher conferences ~~be provided~~ within the school calendar.

Homework (Board Policy IKB)

The Board of Education shall approve the assignment of homework as an aid to the program of instruction when such assignments are clear and definite and originate in classroom activities. Homework assignments shall be evaluated by the teacher.

Acceleration (Board Policy IKEB)

Pupils may advance through the established Kentucky Core Academic Standards/Program of Studies in accordance with the prescribed requirements, P1 through grade twelve. Students shall not be penalized in grades nine through twelve for work completed during an approved summer session.

Early Graduation (Board Policy ~~IKFA08.1132~~)

~~The Board of Education shall encourage students to obtain a diploma/certificate through a four-year program. Students wishing to complete all state and local graduation requirements prior to the four-year program may declare their intent before the end of the tenth year. The local requirement for the fourth year of language arts may be satisfied by successful completion of a freshman English course in an accredited college or university, provided prior approval is obtained.~~

Beginning with the 2014-2015 school year, students who complete an early high school graduation program and meet all applicable legal requirements shall be awarded an Early Graduation Scholarship Certificate. Students planning to complete an early graduation program shall notify the Principal of their intent prior to the beginning of grade nine (9) or as soon thereafter as the intent is known.

Otherwise, the Board shall encourage students to obtain a diploma/certificate through a four (4) year program. However, students wishing to complete all state and local graduation requirements prior to the four (4) year program, may declare their intent before the end of the tenth (10th) grade.

The local requirement for the fourth (4th) year of language arts may be satisfied by successful completion of a freshman English course in an accredited college or university provided prior approval of the Principal/designee is obtained.

Education Goals

These capacity and goal statements of KERA, as found in Kentucky Revised Statute (KRS) 158.645 and KRS 158.6451, are the basis for instructional programs in Kentucky public schools. All students shall have the opportunity to acquire the following capacities and learning goals:

- Communication skills necessary to function in a complex and changing civilization
- Knowledge to make economic, social, and political choices
- Understanding of governmental processes as they affect the community, the state, and the nation
- Sufficient self-knowledge and knowledge of their mental health and physical wellness
- Sufficient grounding in the arts to enable students to appreciate their cultural and historical heritage
- Sufficient preparation to choose and pursue their life's work intelligently
- Skills to enable students to compete favorably with students in other states and other parts of the world

Furthermore, schools shall:

- Expect a high level of achievement from all students.
- Develop their students' abilities to:
 - Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.
 - Apply core concepts and principles from mathematics, science, arts and humanities, social studies, English/language arts, health, mathematics, and practical living (including physical education) to situations they will encounter throughout their lives.
 - Become self-sufficient individuals.
 - Become responsible members of a family, work group, or community as well as an effective participant in community service.
 - Think and solve problems in school situations and in a variety of situations they will encounter in life.
 - Connect and integrate experiences and new knowledge from all subject matter fields with what students have previously learned and build on past learning experiences to acquire new information through various media sources.
- Increase student attendance rates.
- Reduce dropout and retention rates.
- Reduce physical and mental health barriers to learning.
- Be measured on the proportion of students who make a successful transition to work, postsecondary education, and the military.

Procedures for Middle School

The JCBE has approved the following procedures for assessing the progress of JCPS students. The philosophy of continuous progress is the direction for middle schools. This means students are allowed to move through the curriculum with instructional design and placement being adjusted as needed. Progress is documented by teachers, and progression is determined by the students' application of skills, concepts, and understandings listed in the Kentucky Core Academic Standards (KCAS)/Program of Studies.

Philosophy

JCPS provides every student, without exception, both the opportunity and the necessary support to benefit from a high-quality educational experience. We believe that student retention is not an effective practice. Therefore, students who are struggling or who are at risk of failure will be identified early and provided the necessary support to meet state standards and to be prepared for the next instructional level. Formative assessment and evaluation are planned parts of the curriculum. Educators are expected to be actively involved with parents/guardians and students in assessing, evaluating, intervening, enriching, and communicating the progress of each student.

Practices

School-Based Decision Making (SBDM) Councils, in collaboration with all stakeholders, are encouraged to explore various organizational structures and instructional practices that support achievement of individualized learning goals through continuous progress for all students. By analyzing assessment results and differentiating instructional strategies, SBDM Councils, in collaboration with all stakeholders, develop a school culture and instructional program that will ensure the success of each student.

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 atten-

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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 eEach Category</u>
<u>Student Engagement wWith the Standards</u>	<u>Participation, group work,</u> <u>Eclass discussion,</u> <u>journals/logs/notebooks, teacher observation,</u> <u>student reflection, or other measures of</u> <u>student interaction.</u>
<u>Student Progression Toward Standards</u>	<u>Homework, problem solving,</u> <u>Eclass assignments, quizzes,</u> <u>Aanecdotal records,</u> <u>Sstudent self-assessment, or other measures</u> <u>of student progress.</u>
<u>Student Mastery of Standards</u>	<u>Tests, proficiency assessments,</u> <u>Pprojects, performance assessments,</u> <u>presentations, or other measures of student</u> <u>mastery</u>

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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.

Explanation of Academic Grades

~~(Adjustments to the following are not in the purview of an SBDM Council. The following is approved by the Board and shall be used by schools for the assessment of individual student progress:)~~

- A (Above Standards With Exceptional Performance) 93–100%
- B (Above Standards) 86–92%
- C (Meets Standards) 79–85%
- D (Marginally Meets Standards) 70–78%
- U (Below Standards) Below 70%
- I (Incomplete)—Incomplete work due to absence must be completed and the grade recorded within two weeks of the end of the interim grading period or final grade unless the student is enrolled in Extended School Services (ESS). If the student has not completed the work within that time, the student's grade is recorded as a U.

Final grades are determined by averaging the quality point equivalents of the six interim grades during the school year. Decimals of 0.5 or greater are rounded up to the nearest whole number. Decimals of less than 0.5 are rounded down. Quality point equivalents are as follows:

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- U = 0 points

Additionally, for yearlong courses, students must pass a minimum of four of six interim grades (no more than two U's). For all courses of a shorter duration, the final grade is determined by averaging the quality point average of each interim grade.

A final examination grade may be used only to increase a student's final grade. Permanent records include final grades and attendance figures for the year.

Conduct Grades

Conduct grades represent the extent to which the student does the following:

- Shows self-control and self-discipline
- Respects the rights and feelings of others
- Accepts responsibility for his or her own actions
- Cooperates in group activities

Conduct is not a component of the academic grade except in physical education (PE) class. Teacher judgment of student conduct in individual classrooms is indicated according to the following scale:

- S—Satisfactory
- NI—Needs Improvement
- U—Unsatisfactory

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.

Concern about any grade should be directed to the student's teacher first. If the concern is not resolved, a conference with a counselor is scheduled. If it is still not resolved, a conference with the principal is scheduled. If the parent/guardian wants to appeal the principal's decision, a letter should be sent within ten days to the ~~achievement area assistant superintendent superintendent/designee~~ for a review. A written response stating the ~~achievement area assistant superintendent's superintendent's/designee's~~ final decision shall be forwarded to the parent/guardian. ~~This is the last step in the appeal process.~~ Admissions and Release Committee (ARC) procedures should be followed for students in the Exceptional Child Education (ECE) Program.

Progression Within Middle School

All full-year courses count as one credit each when determining progression to the next grade level. The assignment of one credit for each full-year course reflects the importance of valuing and integrating all areas of standards-based learning.

A middle school student must pass a minimum of two-thirds of courses taken, which must include the following:

Grade Level	
Sixth grade	Language Arts and Math
Seventh grade	Language Arts, Math, and Science
Eighth grade	Language Arts, Math, and Social Studies

If a student passes two-thirds of the classes taken but has not passed any of the courses listed above, the student will be conditionally promoted to the next grade. The student, however, must show competency by successfully completing school- or district-designed competency modules ~~during the current or following school year prior to the beginning of the next school year~~. The work may be part of coursework, ESS, or tier 2 and 3 interventions from the Response to Intervention (RtI) process provided to the student. Ultimately, the student must demonstrate competency in the courses listed above prior to transitioning from eighth to ninth grade.

The school will notify the parents/guardians of the student's progress toward achieving the standards for promotion throughout the school year. If a student is exhibiting unsatisfactory progress toward meeting the standards by the end of the third ~~interim~~ grading period, ~~the counselor must notify the parent/guardian through a letter or one of the forms on pages 12 and 13 or a school-designed form. The school will send home a Midyear Status Notification form (page 13) during the 4th fourth grading period.~~

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Special student populations who already use established, documented accommodations will continue to use them to demonstrate competency and to meet the Assessment Benchmarks and Transition to High School Standards. Limited-English Proficient (LEP) students must demonstrate yearly progress in the speaking, listening, reading, and writing domains of the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners), which is the state-mandated annual English language proficiency assessment.

Student Support and Assistance

Support and assistance are provided for students who need extra help. JCPS support and assistance may include one or more of the following:

- Exceptional Child Education (ECE) Services
- English as a Second Language (ESL) Program
- Response to Intervention (RtI)
- Louisville Linked
- Every 1 Reads
- Extended School Services (ESS)
- Guidance Services
- Specialized Programs
- Extended Learning Opportunities

- Title I Funded Programs
- Youth Services Centers (YSCs)
- JCPS-*eSchool*
- District- or School-Designed Intervention Programs/Recovery Modules

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.

Procedure for Appeal of Retention Decisions in Middle School

1. Within ten days of receiving the notice of retention, the parent/guardian informs the school principal in writing that a review and reconsideration is desired and provides reasons for initiating the process.
2. Within five days of receiving a parent's/guardian's letter, the principal directs the teacher(s) and counselor to review the request and examine appropriate records and classroom work. The teacher and counselor then give the principal a written recommendation, including a rationale that supports or rejects the request.
3. Within five days after receiving the recommendation, the principal schedules a conference with the parent/guardian. Any decision that results from the conference is given to the parent/guardian in writing within five days after the conference. If the decision results in the student being retained, the principal copies his or her decision to the achievement area assistant superintendent, ~~designee~~.
4. A parent may appeal the principal's decision concerning retention by sending a letter to ~~the achievement area assistant superintendent/designee~~ within ten days for a review and reconsideration.
5. The achievement area assistant superintendent/designee sends a written response to the parent/guardian stating the final decision. This is the last step in the appeal process.
6. The procedures for ARC should be followed for students in the ECE Program.

Transitional Promotion

Under exceptional circumstances, students in middle school may advance to the next grade level through a planned transitional program. Criteria for promotion will be determined by a committee that includes the student, parent/guardian, teacher, and counselor/principal and will be based on the individual needs of the student. If the promotion is to high school, professional staff and the principal/designee of both the middle and the high school must be involved in preparing the transitional program plan.

Individual Learning Plan

Beginning in sixth grade, each student shall complete an Individual Learning Plan (ILP) that brings together his or her academic achievements, extracurricular experiences, and career and education exploration activities to create a concrete plan for success. The ILP shall be readily available to the student and parent/guardian and must be reviewed and approved at least annually by the student, parent/guardian, and

school official.

Evaluation of Out-of-District Transcripts

Parents/Guardians of non-JCPS or home-schooled students who wish to enroll their child in a Jefferson County public school should schedule an appointment with the school administrator. Students who miss the state assessments will be expected to demonstrate competency in reading, on-demand writing, and mathematics. The principal/designee will determine the appropriate grade placement based on a review of the following materials:

- Transcript—record of grades earned by the student
- The name, author, and publisher of textbook(s) used
- Attendance manual—record of days and times taught
- An outline of materials covered in each subject
- Selection of student's best works from each subject
- Additional assessments considered helpful in determining grade placement

After a home-schooled student is accepted into a Jefferson County public school, the parent must notify the Pupil Personnel Office in writing to terminate the home-school status. The letter should include the student's name, date of birth, and grade.

Evaluation of Out-of-District Transcripts for Advance Program Placement

Parents need to submit the following information to the school counselor and/or the district Advance Program resource teacher to determine if placement in the JCPS Advance Program is appropriate for their child:

- Test results from the Cognitive Abilities Test (CogAT/CAT), which JCPS uses in placing students in the Advance Program. A comparable test used by psychologists is the Wechsler Intelligence Scale for Children—Revised (WISC-R). Any test that has a Cognitive Skills Index will be reviewed.
- Copies of the last two years' report cards
- Copies of the student's latest standardized achievement test scores
- Gifted/Talented screening information used by the out-of-district school to determine placement of this student in its gifted/talented program
- Any additional material that the parent or district designee considers helpful in determining Advance Program placement

Additional Considerations and Requirements for ECE Students

Both federal law and the Kentucky Core Academic Standards (KCAS)/Program of Studies require that students in ECE Programs have access to mandated curriculum. A student's Individual Education Program (IEP) must be aligned with Kentucky Learning Goals and the content/skills identified in the Program of Studies. Consultation between the Comprehensive Program (CP) and ECE teachers is necessary to determine both the instructional program and grading procedures.

Depending on the service-delivery model, student performance, progress, and process grades are assigned by the ECE teacher, the CP teacher, or both. In addition to completing report cards, teachers collect, maintain, and analyze data to determine if a student with disabilities is making expected progress toward IEP goals using the IEP progress report found on Infinite Campus. This progress report is sent to parents on the same report card schedule as specified by the district for all students.

Transition

Beginning in the sixth grade, an ILP must be completed annually. This is a major component of transition planning for all students, including those with disabilities. The ILP should be developed in collaboration with the student, parents, teachers, and administrators and with community agency involvement as appropriate. Additionally, in the student's eighth-grade year or when the student has reached the age of 14 (or earlier if determined appropriate by the ARC) and in alignment with the ILP, the student's IEP shall include a statement of the transition service needs that focus on the student's course of study. This statement shall be updated annually.

Jefferson County Public Schools

NOTICE OF SIGNIFICANT CHANGE IN STUDENT PERFORMANCE

Name: _____ Date: _____

Grade: _____ Homeroom: _____

Teacher: _____ Subject: _____

Reason for Notification:

Your child has shown (Circle one.) an improvement
 a decline in the areas checked below:
 a deficiency

Student Engagement

- ☐ Participation
- ☐ Group Work
- ☐ Discussion
- ☐ Journals/Log/Notebooks
- ☐ Teacher Observation
- ☐ Student Reflection
- ☐ _____

Student Progress

- ☐ Homework
- ☐ Problem Solving
- ☐ Class Assignments
- ☐ Quizzes
- ☐ Anecdotal Records
- ☐ Student Self-Assessment
- ☐ _____

Student Mastery

- ☐ Tests
- ☐ Proficiency Assessments
- ☐ Projects
- ☐ Performance Assessments
- ☐ Presentations
- ☐ _____

Teacher Comments:

Student Comments:

Next Report Card Distribution Date: _____

Please contact teacher for conference at _____
Phone No.

Distribution: Original — Parent
Copy 1 — Teacher

Copy 2 — Counselor



Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

Commodity Code: 5690404-1717672 F-483-4

Notice of Change 483-4 rj13

JCPS Department Responsible for this Form—Districtwide Instruction Services, Middle School Availability—This form is available from the JCPS Warehouse and is ordered through JCPS Forms Online using MUNIS.

Jefferson County Public Schools

Student Progress Toward Middle School Promotion and Transition to High School Standards
Mid-Year Statusummary NotificationReport

School: _____

Student Name: _____ Grade (circle one): 6 7 8

**Requirements for Middle School Promotion and
Transition to High School Standards by Grade Level**

Sixth Grade Yes No

- Passing two-thirds of classes..... ☐ ☐
- Passing Language Arts..... ☐ ☐
- Passing Mathematics..... ☐ ☐
- Passing Science..... ☐ ☐
- Passing Social Studies..... ☐ ☐

- ☐ Congratulations! You are on track to **complete** the necessary standards for promotion to the seventh grade.
- ☐ Attention! You are not on track to complete the necessary standards for promotion to the seventh grade. Contact your counselor at 485-_____ for additional information.

Completed by: _____ Date: _____

Seventh Grade Yes No

- Passing two-thirds of classes..... ☐ ☐
- Passing Language Arts..... ☐ ☐
- Passing Mathematics..... ☐ ☐
- Passing Science..... ☐ ☐

- ☐ Congratulations! You are on track to complete the necessary standards for promotion to the eighth grade.
- ☐ Attention! You are not on track to complete the necessary standards for promotion to the eighth grade. Contact your counselor at 485-_____ for additional information.

Completed by: _____ Date: _____

Eighth Grade Yes No

- Passing two-thirds of classes..... ☐ ☐
- Passing Language Arts..... ☐ ☐
- Passing Mathematics..... ☐ ☐
- Passing Social Studies..... ☐ ☐

Transition to High School Standards (For Eighth Grade Only):

- Scored **Apprentice, Proficient, or Distinguished** level on each of the following state assessments:
- Seventh-grade Reading Assessment*..... ☐ ☐
 - Seventh-grade Mathematics Assessment*..... ☐ ☐

Note: While taken in the seventh grade, the results of these two state assessments are received and documented in the fall of the eighth-grade year and are used to determine minimum competency for transition from eighth to ninth grade.

- ☐ Congratulations! You are on track to **complete** the necessary standards for promotion to the ninth grade.
- ☐ Attention! You are not on track to complete the necessary standards for promotion to the ninth grade. Contact your counselor at 485-_____ for additional information.

Completed by: _____ Date: _____

*If a student does not meet this middle school standard for transition to high school, the student must demonstrate competency through a school-designed intervention or a set of district-designed competency modules by the end of eighth grade.

Form is available on JCPS Web site.

Jefferson County Public Schools

Student Progress Toward Middle School Promotion and Transition to High School Standards

Yearly Summary Report

School: _____

Student Name: _____ Grade (circle one): 6 7 8

Requirements for Middle School Promotion and
Transition to High School Standards by Grade Level

Sixth Grade Yes No

- Passed two-thirds of classes..... ☐ ☐
- Passed Language Arts..... ☐ ☐
- Passed Mathematics..... ☐ ☐
- Passed Science..... ☐ ☐
- Passed Social Studies..... ☐ ☐

☐ Congratulations! You have **completed** the necessary standards and are being promoted to the seventh grade.

☐ Attention! You have **not completed** the necessary standards to be promoted to the seventh grade.

Contact your counselor in August at 485-_____ for additional information.

Completed by: _____ Date: _____

Seventh Grade Yes No

- Passed two-thirds of classes..... ☐ ☐
- Passed Language Arts..... ☐ ☐
- Passed Mathematics..... ☐ ☐
- Passed Science..... ☐ ☐

☐ Congratulations! You have **completed** the necessary standards and are being promoted to the eighth grade.

☐ Attention! You have **not completed** the necessary standards to be promoted to the eighth grade.

Contact your counselor in August at 485-_____ for additional information.

Completed by: _____ Date: _____

Eighth Grade Yes No

- Passed two-thirds of classes..... ☐ ☐
- Passed Language Arts..... ☐ ☐
- Passed Mathematics..... ☐ ☐
- Passed Social Studies..... ☐ ☐

Transition to High School Standards (For Eighth Grade Only):

→ Scored **Apprentice, Proficient, or Distinguished** level on each of the following state assessments:

- Seventh-grade Reading Assessment*..... ☐ ☐
- Seventh-grade Mathematics Assessment*..... ☐ ☐

Note: While taken in the seventh grade, the results of these two state assessments are received and documented in the fall of the eighth-grade year and are used to determine minimum competency for transition from eighth to ninth grade.

☐ Congratulations! You have **completed** the necessary standards and are being promoted to the ninth grade.

☐ Alert! You have **not completed** the necessary promotion and transition standards and are promoted to the ninth grade pending completion of additional requirements in the subject matter of _____.

Contact your counselor in August at 485-_____ for additional information.

☐ Attention! You have **not completed** the necessary standards to be promoted to the ninth grade. Contact your counselor in August at 485-_____.

Completed by: _____ Date: _____

*If a student does not meet this middle school standard for transition to high school, the student must demonstrate competency through a school-designed intervention or a set of district-designed competency modules by the end of eighth grade.

Form is available on JCPS Web site.

Comment [WU1]: This form goes on the page before but is called Mid Year on One but Yearly on this one. Delete the one that is on the page before.

Glossary

<u>Advance Program</u>	..... A program designed to provide instruction for academically talented students
<u>ARC</u>	..... Admissions and Release Committee
<u>Assessment</u>	..... The evaluation of progress and/or achievement made by an individual or group
<u>ECE</u>	..... Exceptional Child Education (special education)
<u>ESL</u>	..... English as a Second Language
<u>ESS</u>	..... Extended School Services
<u>GPA</u>	..... g Grade point average
<u>IEP</u>	..... Individual Education Program
<u>ILP</u>	..... Individual Learning Plan
<u>KPREP</u>	..... Kentucky Performance Rating for Educational Progress
<u>KDE</u>	..... Kentucky Department of Education
<u>KERA</u>	..... Kentucky Education Reform Act—The 1990 legislation enacted to restructure schools in the commonwealth of Kentucky
<u>KEES</u>	..... Kentucky Education Excellence Scholarship
<u>RtI</u>	..... Response to Intervention—A multitiered instructional and intervention frame—work designed to maximize student achievement, promote positive behaviors, and identify learning differences
<u>SBDM</u>	..... School-Based Decision Making
<u>Promotion Standards</u> (Apprentice level or higher) A level of performance expected of a middle school student on seventh-grade state assessments in reading, writing, and mathematics in order to move unconditionally from middle to high school, eighth to ninth grade



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