

High School SPP&G - Overview of Key Changes for 2014-15

Jefferson County Board of Education

1. Introduction

- Clarifies that the SPP&G is board policy and is reviewed and approved by the board annually.

Introduction

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

~~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.~~

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

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~~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 30 percent and no one category more than 40 percent of a student's grade.~~

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	

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. Early Graduation

- Created a new section to support schools with the two new early graduation pathways per Kentucky law and new board policy.

D. Early Graduation

Beginning with the 2014/2015 school year students have the option of two early graduation pathways, one is performance based and the other is credit based.

The new alternative pathway to early graduation (performance based) provides students an opportunity to graduate early by meeting the State benchmarks on the end of course assessments in English II, Biology, US History and Algebra II. In addition the student must meet the State benchmarks on the ACT (Reading, English, Math), rather than completing the traditional required 22 credits. A student who meets the Early Graduation requirements in 704 KAR 3:305 shall earn an early Graduation Certificate and be eligible for a one-time scholarship Award to be used at a SACS accredited Kentucky college or university the academic year immediately following early high school graduation. The amount of the award is determined by the state biennial budget, and is equal to ⅓ of the average state portion of per pupil expenditure paid to local school

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districts. This is in addition to eligible KEES money. A "letter of intent" is required within the first 30 days of the school year in the year a decision is made to pursue this pathway. Planning can start in middle school and some high school courses may be taken while in middle school and may count as high school credit. Details, requirements, letter of intent are available from your middle or high school counselor.

The (second) standard pathway to early graduation is to complete the state and local requirements of 22 credits for graduation, but completing those requirements prior to completing 4 calendar years in high school. The intent to use this pathway needs to be made known to the school counselor prior to the end of the tenth grade. Plans need to be made with the counselor to make sure the courses needed can be scheduled and completed prior to the early graduation date requested. Unlike the performance based early graduation described above(704 KAR 3:305), students using the credit based early graduation will not receive an Early Graduation Certificate and WILL NOT be eligible for the state associated paid scholarship award. Graduates who follow this pathway and who are eligible may receive KEES money. Details, requirements, and early graduation request information is available from the counselor.



4. Work-Based Learning

- Updated to align with current work-based learning opportunities for students.

F. E. Work-Based Learning

~~Eligible students may enroll in work-based learning opportunities that are connected to the students' career goals in their ILP. Experiences vary between schools based on their programming and Professional Career Theme. Work-based learning opportunities can include cooperative education, internships, UPS School-to-Career, volunteering, and job shadowing. Eligibility is determined at the local school level and depends on the learning opportunity. Pursuant to the revised KAR 15:090, students participating in work-based learning must take four courses (credits) in addition to the work-based learning course to be eligible to earn Kentucky Educational Excellence Scholarship (KEES) funds that school year.~~

Eligible students may enroll in standards-based, supervised, work-based learning experiences in the school or the community that are connected to the students' career goals in their ILP. Experiences vary between schools based on their programming and Professional Career Theme. Work-based learning opportunities can include such learning experiences such as cooperative education, entrepreneurial program, internships, mentoring, school-based enterprises, service learning, UPS School-to-Work, and job shadowing. Eligibility is determined at the local school level and depends on the learning opportunity. Only one cooperative education course per academic year will count for the purposes of satisfying yearly Kentucky Educational Excellence Scholarship (KEES) curriculum requirements. Students taking cooperative or work experience courses must have 4four courses not listed as cooperative or work experience to be eligible to earn KEES Kentucky Educational Excellence Scholarship (KEES) funds that school year. Course academic codes will be included in the KEES eligibility

determination.