

Middle School SPP&G – Board Mock Up

Draft of Key Changes for 2015-16

1. **Graduation Requirements (Board Policy 08.113)** - pg. 5 of the draft. Proposed Addition:
This section includes the Board Policy which addresses requirements for Early Graduation.

Graduation Requirements (Board Policy 08.113)

Graduation requirements specified by state regulations and by the Board shall be completed before a student is awarded a high school diploma or alternative high school diploma for qualifying students with disabilities. The Superintendent/designee shall develop procedures to give reasonable prior notification of graduation requirements to all students.

In support of student development goals set out in KRS 158.6451 and the Kentucky Academic Expectations, students must complete a minimum of twenty-two (22) credits, including demonstrated performance-based competency in technology, and all other state and local requirements in order to graduate from high school in the District. Students that do not meet the college readiness benchmarks for English and language arts and/or mathematics shall take a transitional course or intervention before exiting high school.

In addition to the credits required by the Kentucky's Core Academic Standards, the Board may impose other credit requirements for graduation from high school. Students shall complete an individual learning plan that focuses on career exploration and related postsecondary education training needs.

2. **Components of Academic Grades** - pg. 7 and 8 of the draft. Proposed Changes:
- a. From “No one component may count for more than 40 percent of the total academic grade” to maximum percentages for each category (Student Engagement – 20%, Student Progress – 30% and Student Mastery – 50%)
 - b. Explicit expectation that:
 - i. teachers use all three categories when setting up electronic gradebook
 - ii. each category must include two or more components,
 - iii. each component used must include multiple (two or more) grades/assignments, and
 - iv. no one assignment can count for more than one-third of an entire category
 - c. Clarification 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 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 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.

Categories of Academic Grades	Suggested Components for Each Category
Student Engagement With Standards	Participation, group work, class discussion, journals/logs/notebooks, teacher observation, student reflection, or other measures of student interaction
Student Progression Toward Standards	Homework, problem solving, class assignments, quizzes, anecdotal records, student self-assessment, or other measures of student progress
Student Mastery of Standards	Tests, proficiency assessments, projects, performance assessments, presentations, or other measures of student mastery

Components of Academic Grades

Teachers will use a **balanced approach** ~~in evaluating student mastery of standards and in determining grades.~~ by using three grading categories (Engagement, Progression, and Mastery) to determine 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.~~ are based on standards and reflect what the student knows and is able to do. Each of the three categories must be represented, and each category must include at least two components. Each component used must include multiple (two or more) grade/assignments. Participation points are not attendance points, and academic grades are not reduced as punishment for misconduct.

Categories of Academic Grades (<u>must include all three</u>)	Suggested Components for Each Category <u>Components for each Category</u> (<u>example include, but are not limited to, the following.</u>)
Student Engagement With Standards <ul style="list-style-type: none"> <u>Shall count for no more than 20% of the total academic grade</u> 	Participation, group work, class discussion, journals/logs/notebooks, <u>projects</u> , teacher observation, student reflection, or <u>other measures of student interaction</u> (<u>must include two or more</u>)
Student Progression Toward Standards <ul style="list-style-type: none"> <u>Shall count for no more than 30% of the total academic grade</u> 	Homework, problem solving, <u>projects</u> , class assignments, quizzes, anecdotal records, student self-assessment, or <u>other measures of student progress</u> (<u>must include two or more</u>)
Student Mastery of Standards <ul style="list-style-type: none"> <u>Shall count for no more than 70% of the total academic grade</u> 	Tests, Proficiency assessments, projects, performance assessments, <u>demonstrations</u> , presentations, or <u>other measures of student mastery</u> (<u>must include two or more</u>)
<ul style="list-style-type: none"> <u>Teachers must use all three categories listed above when setting up categories in their gradebook in Infinite Campus or other electronic gradebook.</u> <u>No one assignment can count for more than one third of an entire category (i.e., Engagement, Progression, and Mastery).</u> 	

Each teacher must supply a copy of his or her grading procedures/syllabi, as aligned with the SPP&G Handbook, to the students and the principal/designee. The Infinite Campus Gradebook should also align with the SPP&G Handbook and syllabus. Parents/Guardians may obtain information about grading procedures from their child, via-through online resources, at Open House, and during parent ~~/guardian~~-teacher conferences.

3. **Standards Based Grading** - pg. 9 of the draft. Proposed addition:

The purpose of this chart is to make connections between the proposed grading scale and the 4 point Standards-Based approach for schools piloting or using Standards-Based Grading.

Standards-Based Grading

For schools using standards-based grading, the following conversion chart should be used to connect the standards-based grading scale to the JCPS grading scale:

Letter Grade	Standards-Based Grading Marks	Grading Scale	Performance Description
A	4	93–100	Above Standards
B	3	86–92	Meets Standards
C	2	79–85	Approaching Standards
D	1	70–78	Below Standards
U	–	Below 70	Substantially Below Standards

4. **Technology Competency Requirement** - pg. 10 of the draft. Proposed Addition:

This section describes how and when students will demonstrate technology proficiency in Middle School.

- The 21st Century Skills Test will now be given to all 7th grade students
- Options will be available to 8th grade students who do not pass the assessment as 7th graders

Technology Competency Requirement

All seventh-grade students will participate in the 21st Century Skills Assessment. Any seventh-grade student who does not demonstrate technology proficiency will have further opportunities to demonstrate competency as an eighth-grade student. The options provided to eighth-grade students include, but are not limited to, the following:

- EverFi certification
- Test-out, skill-based unit in JCPS Online
- GCFLearnfree.org—complete and submit certificate.
- Edgenuity
- Student Technology Leadership Program (STLP) (successfully completing a qualified event per STLP advisor)
- Successfully completing a qualifying technology-based performance event
- JCPS*SeSchool* Technology Graduation Requirement course (formerly Computer Apps)

5. **Transition Centers** - pg. 11 of the draft. Proposed Addition:

This section provides a general overview of Transition Centers and their role in meeting the needs of Middle School students in transition.

Transition Centers

Each middle, high, and special school will house a Transition Center with full technical access to a common digital learning platform and one teacher who coordinates the “success pathway” for individual students who are transitioning:

- From alternative schools.
- From numerous absences that put them in jeopardy of failure.
- From classroom settings where they are not successful academically.
- By transferring from one school to another school on a different schedule.
- Into an accelerated program that may allow them the opportunity to participate in early graduation.

6. **Early Graduation from High School** - pg. 12 of the draft. Proposed Addition:

This section provides an overview of the performance-based and credit-based options for Early Graduation.

Early Graduation From High School

Students have two early graduation options. One is performance-based, and the other is credit-based. Students and families should declare their intent to graduate early by either option as soon as possible. Official declaration may occur as soon as the student enrolls in high school but must occur before the deadlines stated below.

	Performance-Based Early Graduation	Credit-Based Early Graduation
Minimum Required Courses ¹	All End of Course (EOC) Exam courses (currently English 2, Algebra 2, Biology, and U.S. History)	All courses described in the "Graduation Requirements" section of this document
Test Requirements	Must take and meet KDE-established benchmarks in all EOC courses and CPE Benchmarks on the ACT ²	Must take all EOC courses, the ACT, and any subsequent required college-/career-readiness assessments
Steps to Declaration	Student, family, counselor/principal conference <ul style="list-style-type: none"> • Review of course/assessment performance to date • Review student education goals (short- and long-term) • Review impact of extra-/co-curricular participation • Review early graduation options 	
Declaring Intention	Must declare intention using the letter of intent form	Recommend a graduation plan or contract mutually agreed upon by student, family, and counselor/principal
Additional Notes	Must complete all requirements in three years or less of high school enrollment	
Deadline to Declare Intent	October 1 of the projected year of graduation	Within the first 30 school days of the academic year of projected graduation
Kentucky Educational Excellence Scholarship (KEES) Money	<ul style="list-style-type: none"> • Eligible students enrolled in high school for three years will earn a prorated fourth year of KEES scholarship money. • Eligible students enrolled in high school for two years or less will earn KEES money only for the years enrolled in high school. 	Eligible students will earn KEES money only for the years enrolled in high school (if meeting the annual 2.5 grade point average [GPA] and credit-hour requirements).
Early Graduation Certificate (EGC)	Eligible for the EGC, which includes a one-time scholarship to any Kentucky Southern Association of Colleges and Schools (SACS)-accredited college/university the fall immediately after graduation	Not eligible

¹These are the **minimum** requirements; students planning to attend any college/university must take the courses required by the college/university for admission.

²Current state regulations require students to take each EOC course **before** taking the EOC assessment.

7. **Additional Considerations and Requirements for ECE Students** - pg. 14 of the draft. Proposed Change:

This section was revised to make the grading responsibilities more explicit and specific to the services delivery model.

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.

Additional Considerations and Requirements for ECE Students

Both federal law and ~~the Kentucky Core Academic Standards (KCAS)/Program of Studies~~ state law require that students in ECE Programs have access to mandated the core content and the general education 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, academic~~ progress, and ~~process social development~~, grades are assigned by the ECE teacher, the CP teacher, or both according to the following:

- Grades are assigned by the ECE teacher when classroom instruction is delivered in the ECE classroom.
- Grades are assigned by the CP teacher when classroom instruction is delivered in a CP classroom without ECE collaboration.
- The ECE and CP teachers collaborate to assign grades when classroom instruction is delivered in a CP classroom with co-teaching models taught jointly by CP and ECE teachers.

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 on~~ the Progress Report Form 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.