

## High School SPP&G – Board Mock Up

### Draft of Key Changes for 2015-16

1. **High School Graduation Requirements** - pg. 9 of the draft. Proposed Change:

The revisions indicate the options available for students who have not passed the 21<sup>st</sup> Century Skills Assessment by the end of their 8<sup>th</sup> grade year.

## **B. High School Graduation Requirements**

Electives shall include the following:

- Academic or Career: A four-course sequence of electives connected to the student's academic or career interest goals as listed on the ILP
- World Language: Two world language credits are recommended for college-bound students.
- Technology Competency: Students must demonstrate performance-based competency in technology.

Each student must demonstrate minimum performance-based competency in technology in **one** of the following ways:

- Before entering high school: demonstrate proficiency on the ICPS grade-eight technology assessment
- During high school: either earn Internet and Computing Core Certification (IC<sup>3</sup>) or Microsoft Office Specialist (MOS) certification, or successfully complete a high school Computer and Technology applications course

**Total ..... 22 credits**

## Technology Graduation Requirement Options

Each student must demonstrate minimum performance-based competency in technology. Options in the chart below are intended for students who did not demonstrate technology proficiency by the end of eighth grade. Students are not limited to the suggestions in the chart below. Students/Parents should check with their guidance counselor on any additional options.

Credit Option	Content Option
<ul style="list-style-type: none"><li>Any general computer course that includes the following: hardware, software, and digital literacy</li><li>JCPSeSchool Technology Graduation Requirement course (formerly Computer Apps)</li><li>IC<sup>3</sup> course</li><li>MOS course</li></ul>	<ul style="list-style-type: none"><li>Test-out, skill-based unit in JCPS Online</li><li>GCFLearnfree.org—Complete and submit certificate.</li><li>Edgenuity</li><li>Everfi certification</li><li>Student Technology Leadership Program (STLP) (successfully completing a qualifying event)</li><li>Successfully completing a qualifying technology-based performance event</li></ul>

2. **Early Graduation** - pg. 11 of the draft. Proposed Change:

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

## **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. Both options require the student to complete their early graduation plan in three years or less from their first entry into 9th grade. In other words, once the student enters their 4th year of high school, students are no longer eligible.

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  $\frac{1}{2}$  of the average state portion of per pupil expenditure paid to local school districts. This is in addition to eligible KEES money. A "letter of intent" is required by October 1 of 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.

## D. Early Graduation

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 <sup>1</sup>	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 <sup>2</sup>	Must take all EOC courses, ACT, and any subsequent required college-/career-readiness assessments
Steps to Declaration	Student, family, counselor/principal conference <ul style="list-style-type: none"> <li>• Review of course/assessment performance to date</li> <li>• Review student education goals (short- and long-term)</li> <li>• Review impact of extra-/co-curricular participation</li> <li>• Review early graduation options</li> </ul>	
Declaring Intention	Must declare intention using the letter of intent form found in the back of the <i>SPP&amp;G Handbook</i>	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	<b>October 1 of the projected year of graduation</b>	<b>Within the first 30 school days of the academic year of projected graduation</b>
Kentucky Educational Excellence Scholarship (KEES) Money	<ul style="list-style-type: none"> <li>• Eligible students enrolled in high school for three years will earn a pro-rated fourth year of KEES scholarship money.</li> <li>• Eligible students enrolled in high school for two years or less will earn KEES money only for the years enrolled in high school.</li> </ul>	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

<sup>1</sup>These are the **minimum** requirements. Students planning to attend any college/university must take the courses required by the college/university for admission.

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

3. **Individual Graduation Plans – Waiver Process** - pg. 12 of the draft. Proposed Change:

This section clarifies the requirements a student must meet if he/she is going to qualify for a waiver of alternative pathways to graduation through the Individual Graduation Plan waiver process.

## **E. Individual Graduation Plans—Waiver Process**

Students may be eligible for alternative pathways to graduation through the Individual Graduation Plan waiver process. In order to qualify under this waiver, a student must complete a locally designed course of study, personalized to the individual student's needs and interests, that incorporates the breadth of the KCAS. In order for a student to participate under this waiver, he or she must first meet the following accountability measures:

1. Meet or exceed the benchmark scores on the EOC assessments for the four courses (Algebra II, Biology, English II, and U.S. History) that make up the high school achievement portion of the accountability system per 703 KAR 5:200; and
2. Meet or exceed the benchmark scores for the ACT as outlined in 703 KAR 5:200

Students must submit their Individual Graduation Plan for approval. Each plan must include the learning opportunities in which the student shall engage and how these opportunities will address the breadth of the KCAS. This pathway to graduation is not necessarily an early graduation pathway. Students wishing to graduate early should follow the process as outlined above.

4. **Dual Enrollment in State-wide Residential College Academies** - pg. 12 of the draft. Proposed Change:  
This section clarifies that students may be dual enrolled in a JCPS high school and earn a diploma while attending the Gatton Academy or the Craft Academy for gifted and talented students.

## **G. Dual Enrollment in Statewide Residential College Academies**

Students accepted into Gatton Academy of Mathematics and Science at Western Kentucky University (WKU) or the Craft Academy for Excellence in Science and Mathematics at Morehead State University may be dual-enrolled in a JCPS high school and earn a diploma from the JCPS high school of enrollment upon completion of graduation requirements. The JCPS high school that dual-enrolls the student will schedule the student and transcript grades and receive the student's accountability scores.



5. **Standards Based Grading** - pg. 13 of the draft. Proposed Addition:

The purpose of this chart is to make connections between the 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

6. **Components of Academic Grades** - pg. 14 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



## B. Components of Academic Grades

Teachers will use a **balanced approach** in evaluating student mastery of standards and in determining by using three grading categories (Engagement, Progression, and Mastery) to determine grades. Academic grades are based on standards and 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. 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) grades/assignments. Participation points are not attendance points, and academic grades are not reduced as punishment for misconduct.

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

A copy of the teacher's grading procedure/syllabi must be supplied to the students and the principal. Efforts are made to supply the procedure to parents/guardians via the student, at Open Houses, and during parent/guardian-teacher conferences.

The state assessment system includes ~~end-of-course~~ (EOC) exams. Provided the scores arrive at our schools during the district's established grade-reporting window, for courses ending with the state assessment, 20 percent of the final-term grade will come from the EOC exam. These subjects include English 2, Algebra 2, U.S. History, and Biology.

7. **Evaluation of Incoming Transfer Records** - pgs. 15 and 16 of the draft. Proposed Changes:  
These changes clarify that seniors are to be enrolled in the receiving high schools just like any other student who is seeking enrollment.

## **E. Evaluation of Incoming Transfer Records**

- The local school counselor interprets and evaluates data from out-of-district transcripts for conversion to a JCPS transcript. If questions concerning interpretation arise, they are resolved by the principal. Appeals may be submitted in writing to the assistant superintendent/designee.
- In case a student transfers to the district from a school of another district, he or she may not be assigned to a lower grade or course until the student has demonstrated that he or she is not suited for the work in the grade or course to which he or she has been promoted.
- In case a student transfers from one scheduling structure to another (e.g., semester to trimester or trimester to semester), then district benchmark assessments, when applicable, will be used to measure student mastery of the standards to determine appropriate placement and

scheduling for the student. In addition, Transition Island or other credit recovery tools may be used to ensure completion of coursework and to ensure that individual student needs are met as the student transitions.

- Transcripts of students from foreign countries should be evaluated by a designated system-wide committee. Any diploma-bound foreign student must follow the same guidelines for academic coursework, state assessments, and accountability that are required of all students. Any foreign student who has a diploma from his or her own country shall not be a candidate for a diploma from a Jefferson County public school.
- Students who enter a high school from home schooling will provide the following information to the local school:
  - A transcript—a record of grades as earned by the student
  - An outline of material covered in each course
  - A portfolio consisting of six pieces of work, one from each course for which credit is sought
  - The name, author, and publisher of textbook(s) and instructional materials used
  - An attendance manual—a record of days and times
  - All additional materials considered helpful in determining grade placement
- If a student transfers from a nonaccredited secondary school, recognition of credits shall follow 704 KAR 3:307.
- Seniors who seek a diploma from a specific school must attend that school at least one full semester/trimester during their senior year. The principal may consider exceptions due to extenuating circumstances.
- Seniors who enter JCPS and seek a diploma and who have less than one semester/trimester remaining may be assigned to Jefferson County High School.
- Any student who has a General Educational Development (GED) certificate may complete the requirements for a diploma only through Jefferson County High School.
- Foreign exchange students are not eligible for a diploma from JCPS.

After evaluating all data, the school is required to complete a transcript for the student and add it to the student's Permanent Record.

## E. Evaluation of Incoming Transfer Records

- \*The local school counselor interprets and evaluates data from out-of-district transcripts for conversion to a JCPS transcript. If questions concerning interpretation arise, they are resolved by the principal. Appeals may be submitted in writing to the assistant superintendent/designee.
- \*In case a student transfers to the district from a school of another district, he or she may not be assigned to a lower grade or course until the student has demonstrated that he or she is not suited for the work in the grade or course to which he or she has been promoted.
- \*In case a student transfers from one scheduling structure to another (e.g., semester to trimester or trimester to semester), then district benchmark assessments, when applicable, will be used to measure student mastery of the standards to determine appropriate placement and scheduling for the student. In addition, Transition ~~Island~~ Centers or other credit recovery tools may be used to ensure completion of coursework and to ensure that individual student needs are met as the student transitions.
- \*Transcripts of students from foreign countries should be evaluated by a designated system-wide committee. Any diploma-bound foreign student must follow the same guidelines for academic coursework, state assessments, and accountability that are required of all students. Any foreign student who has a diploma from his or her own country shall not be a candidate for a diploma from a Jefferson County public school.
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  - A transcript—a record of grades as earned by the student
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  - A portfolio consisting of six pieces of work, one from each course for which credit is sought
  - The name, author, and publisher of textbook(s) and instructional materials used
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  - All additional materials considered helpful in determining grade placement
- \*If a student transfers from a nonaccredited secondary school, recognition of credits shall follow 704 KAR 3:307.
- ~~Seniors who seek a diploma from a specific school must attend that school at least one full semester/trimester during their senior year. The principal may consider exceptions due to extenuating circumstances.~~
- ~~Seniors who enter JCPS and seek a diploma and who have less than one semester/trimester remaining may be assigned to Jefferson County High School.~~
- \*Seniors should not be treated differently from other students who come to enroll in a JCPS high school. Policies around student assignment apply equally to seniors. Each enrolling student should have a review of records that results in placement options explained to the student and family. This belief is aligned with the JCPS vision of all JCPS students graduating prepared and the district's mission to provide relevant, comprehensive, quality instruction for each student.
- \*Any student who has a General Educational Development (GED) certificate may complete the requirements for a diploma only through Jefferson County High School.
- \*Foreign exchange students are not eligible for a diploma from JCPS.

After evaluating all data, the school is required to complete a transcript for the student and add it to the student's Permanent Record.



8. **Transition Centers** - pg. 18 of the draft. Proposed Addition:

This section provides a general overview of Transition Centers and their role in meeting the Content Support and Course/Credit Recovery needs of High School students in transition.

## **D. 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.
- By transferring from one school to another school on a different schedule.
- Into an accelerated program due to personal circumstances that require them to take advantage of the early graduation opportunity.

### **Common Digital Learning Platform**

A common digital learning platform will be used by all Transition Center classrooms to ensure that students have no interruptions in instructional services. When students transition from school to school or from program to program, they may experience lapses in instruction. The selection of a common digital learning platform will follow the Kentucky Digital Learning Guidelines from the Kentucky Department of Education (KDE).