

High School SPP&G – Board Mock Up

SPP&G Key Changes for 2016-17

1. **Introduction** - pg. 2 of the handbook. Key Addition: Update Mission, Vision and Core Values to match new Vision 2020.

Introduction

This uniform *Student Progression, Promotion, and Grading (SPP&G) Handbook* is 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 law.

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.

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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—empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world.

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

To challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments.

- 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.

Core Values

- **Caring** - All JCPS children are nurtured as if they are our own.
- **Equity** - All students receive an education that gives them what they need to thrive through differentiated supports focused on removing social factors as a predictor of success.
- **Excellence** – Empowering people to lead, create, and innovate is essential to creating a culture of excellence.
- **Respect** – All students, staff, and families are treated with dignity and respect as members of a safe and welcoming learning community.
- **Individuality** – Children learn differently and require personalized approaches to learning.
- **Diversity** – Our diversity is a strength—differences of each are assets of the whole.
- **Opportunity** – Effective teaching is the most powerful tool for engaging and motivating students to reach their full potential.
- **Creativity** – The abilities to create, innovate, and solve challenging problems are critical skills for educators and children to develop and employ in teaching and learning.
- **Collaboration** – Relationships, cooperation, and partnerships among students, staff, families, and community are fundamental to the success of our students.

2. **High School Graduation Requirements** – pg. 9 of the handbook. Key changes: Added language to the English/Language Arts requirement to clarify use of writing portfolios.

~~B. High School Graduation Requirements~~

~~English/Language Arts..... 4 credits required
English I, English II, English III, English IV
Language arts must be taken each year of high school.~~

B. High School Graduation Requirements

English/Language Arts..... 4 credits required

English I, English II, English III, English IV - Language arts
must be taken each year of high school.

Special Note: KRS 158.6453 requires writing portfolios/folders, consisting of samples of student work showing growth over time, to be maintained for each student. These folders will follow each student from grade to grade and to any school in which the student may enroll (K12).

3. **High School Credits Earned before High School Enrollment** – pgs. 10 - 11. Added a new section to provide guidance for high schools regarding credits earned before High School.

D. High School Credits Earned Before High School Enrollment

Kentucky Regulation requires districts to acknowledge high school courses taken in middle school, if the student in the high school equivalent course (*determined by content, assessment expectations and rigor of coursework*) attains performance levels expected of high school students in that district as determined by achieving a grade of "B" or better. Placement will be determined in consultation with the student, family, teachers, and principal or designee based on academic performance including course performance and assessments as well as other measures and goals. Exact wording is found in 704 KAR 3:305; see link: <http://www.lrc.ky.gov/kar/704/003/305.htm>

Students completing courses at the middle school level for high school credit shall receive full credit at the high school if the following requirements are met:

- 1) In a regularly scheduled course, during the school day:
 - a. The student is enrolled in a course with a JCPS high school code with a properly certified teacher
 - b. The course instructor follows the district curriculum map for that course at the level of rigor required
 - c. The course instructor follows the high school grading practices described in the high school SPP&G (cumulative grading)
 - d. The student earns a grade of A or B as the final grade in the course
 - e. The student completes the district proficiency assessments for the course, as available
 - f. The student completes an EOC for the course if an EOC is required at the state level for accountability
- 2) High School courses may be available via JCPS eSchool (not NCAA eligible)
- 3) By KRS 158.622 and Board Policy 08.113 students may earn high school credit in the equivalent course for qualifying (3 or higher) Advanced Placement exam scores

The course will show up on the student's high school transcript, and high school coursework should be planned accordingly. The grade will automatically be figured into their high school GPA when it becomes part of their transcript.

4. **Graduation Timelines** – pg. 13 of the handbook. Key Changes: Added new section to clarify timelines and dates to meet graduation requirements.

G. Graduation Timelines

Graduation year is determined by the date of completion of graduation requirements and final grade posting. Students who complete graduation requirements from August 1st through July 31st (students must complete all work by July 25th) are considered to be in the graduating class for that school year and must meet that year's graduation requirements.

5. **Explanation of Academic Grades** – pg. 14 of the handbook. Key Changes:
- a. Convert the current grading scale to a 10 point grade scale per the stakeholder survey and committee consensus.
 - b. Update the grading scale to a 10 point grading scale throughout the document.

High School Grading and Transcripts

A. Explanation of Academic Grades*

The following is approved by the Board and shall be used by schools for the assessment of individual student progress:

A..... Above Standards	90–100%
B..... Meets Standards	80–89%
C..... Approaching Standards.....	75–79%
D..... Below Standards	70–74%
U..... Substantially Below Standards.....	Below 70%
I..... (Incomplete) Incomplete work due to absence must be completed and the grade recorded within the following timeline:	

- Fifteen school days following the end of the first-semester grading cycle (ten school days for first- or second-trimester cycles)
 - Before the first student day of the next school year following the second-semester/third-trimester grade cycle. If work is not completed in that time, the grade is recorded as a U.
- W—(Withdrawal) Students who withdraw from school and do not complete a course are assigned a W.

*College-credit courses (e.g., dual credit; Advanced Placement [AP]; Advanced International Certificate of Education [AICE] which is overseen by Cambridge International Examinations; or International Baccalaureate [IB]) may follow the standard college grading scale as listed below if approved by the superintendent/designee. The principal must complete the Request for Exemption Form, notify all parents/guardians in writing, and receive approval prior to the first report card distribution.

College Credit Grading Scale

A.....	90–100%
B.....	80–89%
C.....	70–79%
D.....	60–69%
U.....	Below 60%

A. Explanation of Academic Grades*

The following is approved by the Board and shall be used by schools for the assessment of individual student progress:

A.....Above Standards	90–100%
B.....Meets Standards.....	80–89%
C.....Approaching Standards.....	75–79 70–79%
D.....Below Standards	70–74 60–69%
U.....Substantially Below Standards.....	Below 70 60%
I.....(Incomplete) Incomplete work due to absence must be completed and the grade recorded within the following timeline:	

- Fifteen school days following the end of the first-semester grading cycle (ten school days for first- or second-trimester cycles)
- Before the first student day of the next school year following the second-semester/third-trimester grade cycle. If work is not completed in that time, the grade is recorded as a U.

W—(Withdrawal) Students who withdraw from school and do not complete a course are assigned a W.

~~*College-credit equivalent courses (e.g., dual credit, Advanced Placement [AP], Advanced International Certificate of Education [AICE], which is overseen by Cambridge International Examinations, or International Baccalaureate [IB]) may follow the standard college grading scale as listed below (10 point scale) if approved by the superintendent/designee. The principal must complete the Request for Exemption Form, notify all parents/guardians in writing, and receive approval prior to the first report card distribution.~~

*Pursuant with the Council on Postsecondary Education and Kentucky Department of Education Dual Credit Policy, the postsecondary institution's grading policy will apply to dual credit/enrollment courses and be used by the secondary school awarding credit. The instructor must detail the grading policy on the course syllabus.

College Credit Grading Scale

A.....	90–100%
B.....	80–89%
C.....	70–79%
D.....	60–69%
U.....	Below 60%

6. **Components of Academic Grades** - pg. 15 of the handbook. Key Changes:
- Use the wording Component/Assignment to clarify meaning of "Components."
 - Adjusted language on **Components/Assignments** for Student Mastery of Standards to include project based learning, authentic assessments and language more conducive to the Deeper Learning philosophy per Vision 2020.
 - Eliminated "must include two or more" components/assignment per category.
 - Added Dual Credit to the list of weighted courses.

Categories and Components of Academic Grades

Teachers will use a **balanced approach** 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. 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)	Components for Each Category (Examples include, but are not limited to, the following.)
Student Engagement With Standards <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Shall count for no more than 70% of the total academic grade 	Tests/Proficiency assessments, projects, performance assessments, demonstrations, presentations, or other measures of student mastery (must include two or more)
<ul style="list-style-type: none"> • Teachers must use all three categories listed above when setting up categories in their gradebook in Infinite Campus or other electronic gradebook. • No one assignment can count for more than one-third of an entire category (i.e., Engagement, Progression, and Mastery). 	

B. Components of Academic Grades

Teachers will use a **balanced approach** by using three grading categories (Engagement, Progression, and Mastery) to determine grades for **each credit-bearing term (semester/trimester/year-long)**. Academic grades 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 shall** include **at least two a variety of** 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)	Component/ Assignments for Each Category (Examples include, but are not limited to, the
Student Engagement With Standards <ul style="list-style-type: none"> • 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
Student Progression Toward Standards <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Shall count for no more than 70% of the total academic grade 	Tests/Proficiency assessments, performance assessments , projects (i.e. Project or Problem Based), demonstrations , authentic assessments , presentations, or other measures of student
<ul style="list-style-type: none"> • Teachers must use all three categories listed above when setting up categories in their gradebook in Infinite Campus or other electronic gradebook. • No one assignment can count for more than one-third of an entire category (i.e., Engagement, Progression, and Mastery). 	

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-teacher conferences.

The state assessment system includes 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.

Weighted Grades: ~~Since College Credit and Equivalent Courses such as AP, IB, and AICE (Cambridge), and Dual Credit/Enrollment courses are nationally recognized and monitored, grades~~ will be weighted on a sliding 5.0 scale as follows:

Grade Quality Points

A	5.00
B	3.75
C	2.50
D	1.25
U	0

7. **Additional Considerations and Requirements for ESL Students** - pg. 22 of the handbook. Key Change: New section was added to provide guidance from teachers and schools regarding English Language Learners.

Additional Considerations and Requirements for English Language Learners

Both federal law and state law require that students identified as English Language Learners (ELL) have access to the Kentucky Academic Standards as a key component of ensuring that ELL students acquire the tools to succeed in general education classrooms within a reasonable length of time. An ELL student's Program Services Plan (PSP) outlines the ELL service type the student is receiving as well as the instructional and assessment accommodations that are implemented in the classroom in order to ensure that ELLs are receiving the support necessary so that they have the opportunity to succeed.

Grades for English Language Learners are assigned by the classroom teacher. For students enrolled in an English as a Second Language Program, consultation between the classroom teacher and the ESL teacher may be necessary when making decisions about grading. If appropriate ELL Services and accommodation supports are in place and the appropriate level of work is assessed, based on the student's current level of language proficiency, then the same range of grades available to all students is applicable to English Language Learners.