

Jefferson County Public Schools

High School Student Progression, Promotion, and Grading Handbook

~~2017-18~~

2018-2019

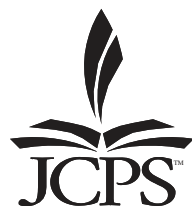


Table of Contents

NOTE - Page numbers will change based on placement in the final document

Introduction	2
Board of Education Policies	4
Promotion and Retention	4
Student Conferences	4
Hours of Duty	4
Homework	4
Acceleration	5
Graduation Requirements	5
Hardship Graduation	6
Education Goals	7
Procedures for High School	8
Philosophy	8
Practices	8
High School Promotion and Progression	8
A. Grade-Level Promotion	8
B. High School Graduation Requirements	8
C. Additional Graduation Requirements	10
D. High School Credits Earned Before High School Enrollment	10
E. Early Graduation	11
F. Individual Graduation Plans—Waiver Process	12
G. Graduation Timelines	12
H. Course Enrollment: Points of Emphasis	12
I. Dual Enrollment in Statewide Residential College Academies	12
High School Grading and Transcripts	13
A. Explanation of Academic Grades	13
B. Components of Academic Grades	14
C. GPA	14
D. Grade Reporting	15
E. Evaluation of Incoming Transfer Records	15
F. Evaluation of Non-JCPS Transcripts for the Advance Program	16
High School Student Support	17
A. ESS	17
B. Jefferson County High School Independent Study	17
C. JCPS <i>eSchool</i>	18
D. Transition Centers	18
E. College- and Career-Readiness Certification/Assessment	19
F. Work-Based Learning	19
Additional Considerations and Requirements for Students in ECE Programs	19
Transition	20
Additional Considerations and Requirements for ELLs	20
Performance-Based Early Graduation Information Letter of Intent to Apply for Early Graduation	21
Glossary	24

Board of Education Policies

Promotion and Retention (Board Policy 08.22)

All schools shall implement the uniform Student Progression, Promotion, and Grading Procedures which have been developed by a broad-based committee and approved by the administrative staff and the Board. Written reports shall be sent to parents at established intervals.

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 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.

Hours of Duty (Board Policy 03.1332) (in part:)

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 shall endeavor to provide for parent-teacher conferences 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 program of studies in accordance with the prescribed requirements, P1-12. Students shall not be penalized in grades 9 through 12 for work completed during an approved summer session.

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.

Performance-Based Credits

In addition to Carnegie units, students may earn credit toward high school graduation through the District's standards-based, performance-based credit system that complies with requirements of Kentucky Administrative Regulation. Procedures for developing and amending the system shall address the following:

1. Conditions under which high school credit will be granted under the system that allow students to demonstrate proficiency and earn credit for learning acquired outside the normal classroom setting, outside of school, or in prior learning; Performance-based credit may be earned while the student is still "in school," but the instructional setting will look different from a traditional "seat time" environment.
2. Performance descriptors and their linkages to State content standards and academic expectations;
At the high school level, performance descriptors and evaluation procedures shall be established to determine if the content and performance standards have been met.
3. Assessments and the extent to which state-mandated assessments will be used;
4. An objective grading and reporting process; and
5. Criteria to promote and support school and community learning experiences, such as internships and cooperative learning, in support of a student's individual learning plan. Such experiences shall be supervised by qualified instructors and aligned with State and District content and performance standards.

The high school student progression, promotion, and grading handbook shall include complete details concerning specific graduation requirements.

In keeping with statutory requirements, the District shall accept for credit toward graduation and completion of high school course requirements an advanced placement or a high school equivalent course taken by a student in grades 5, 6, 7, or 8 if that student attains performance levels expected of high school students in the District as determined by achieving a score of "3" or higher on a College Board Advanced Placement examination or a grade of "B" or better in a high school equivalent.

Graduation Exercises

Students shall complete all requirements for graduation before taking part in graduation exercises. Summer graduation exercises may be provided for pupils completing requirements in summer school. Students are not required to participate in graduation exercises. Schools shall comply with state regulations regarding participation of students with disabilities in graduation exercises.

Other Provision

Students working toward receipt of an Early Graduation Certificate shall be supported by development and monitoring of an individual learning plan. Students who meet all applicable legal requirements shall be awarded a diploma and an Early Graduation Certificate.

Diplomas for Veterans

In keeping with statute and regulation, the Board shall award an authentic high school diploma to an honorably discharged veteran who did not complete high school prior to being inducted into the United States Armed Forces during World War II, the Korean conflict, or the Vietnam War.

Hardship Graduation (Board Policy 08.1132)

Students who experience extreme health or economic hardship may apply for assistance with graduation requirements for hardship reasons. In the case of extreme hardship, the District may provide alternative methods for the student to complete District graduation requirements which may allow for early graduation. Methods may include, but are not limited to, regular classroom instruction, alternative classroom instruction, online courses, performance-based opportunities, college programs, consideration of waiver of District requirements that exceed state minimums (the District cannot waive state minimums), or credit recovery.

Education Goals

These capacity and goal statements of the Kentucky Education Reform Act (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, post- secondary education, and the military.

Procedures for High School

The JCBE has approved the following procedures for assessing the progress of JCPS students. The philosophy of continuous progress is the direction for JCPS 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 Academic Standards (KAS)/Program of Studies/~~ACT Quality Core Standards~~. **Evidence of student learning progression is maintained for each student.**

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.

High School Promotion and Progression

The JCBE has approved the following high school guidelines for assessing and reporting to parents/guardians the achievement of high school students.

A. Grade-Level Promotion

Placement of students in grades nine through twelve is determined by the number of credits earned by the beginning of the school year and how those credits align with high school graduation requirements. Once promoted by credits earned, a student cannot be moved back a grade-level.

Freshman	0–4.99 credits
Sophomore	5–10.99 credits
Junior	11–15.99 credits
Senior	16+ credits

B. High School Graduation Requirements

English/Language Arts **4 credits required**

English I, English II, English III, English IV

English/Language arts must be taken each year of high school, in sequence.

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 (K-12).~~

Mathematics	3 credits required, including the successful completion of a grade-twelve math credit
Each JCPS graduate will take a math course every year of high school and successfully complete a math credit taken in the twelfth grade. It must meet the content standards in the state's KAS and prepare a student for a career path based on the student's Individual Learning Plan (ILP). Algebra I, Geometry, and Algebra II will continue to be minimum requirements for all graduates.	
Science	3 credits required
Each required course shall incorporate lab-based, scientific investigation experiences and include the content standards of biological science, physical science, earth and space science, and unifying concepts.	
Social Studies	3 credits required
To include content standards of U.S. history, economics, government, world geography, and world civilizations	
Health Education	1/2 credit required
To include the content standards of personal wellness, health literacy, health-enhancing behaviors, and personal injury and disease prevention and the skills to remain physically, mentally, socially, and emotionally healthy	
Physical Education	1/2 credit required
To include the content standards of lifetime physical wellness, physical literacy, and psychomotor and cognitive skills for lifetime physical activity	
History and Appreciation of Visual and Performing Arts	1 credit required
History and Appreciation of Visual and Performing Arts or another arts course that incorporates such content; or a standards-based specialized arts course based on the student's ILP	
Electives	7 credits required
Electives shall include the following:	
<ul style="list-style-type: none">• 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.• A technology course may be required. (See the technology requirements on the next page.)	
Total	22 credits

Technology Graduation Requirement Option

Each student must demonstrate technology proficiency by earning a passing score on the 21st Century Skills Assessment that is administered in the 7th grade. Students who do not demonstrate proficiency on the 7th grade 21st Century Skills Assessment will do one of the following, in grade 8 or during high school, in order to graduate:

- successfully complete any computer course that includes digital literacy
- earn an EverFi Ignition certificate, which is placed in the student's permanent record
- successfully complete a qualifying technology-based performance event since technology is ever-changing, the performance event may include, but not be limited to:
 - competing in VEX World Robotics
 - presenting at State STLP competition
 - completing a qualifying Student Technology Ambassador event

C. Additional Graduation Requirements

i. College Transition Courses/Interventions

If a student does not meet the college-readiness benchmarks for English, reading, and/or mathematics as established by the Council on Postsecondary Education in 13 KAR 2:020, the student shall take the corresponding transitional course or intervention, which is monitored to address remediation needs before exiting high school (704 KAR 3:305).

Monitoring involves an exit exam (~~Kentucky Online Testing (KYOTE)~~).

ii. Individual Learning Plan

Each student shall complete an ILP that emphasizes the following:

- Career exploration and plans
- Related postsecondary education options, including information about financial planning for postsecondary education
- Educational needs, including courses that the student intends to take

The ILP shall be readily available to students and parents. The student, parent, and school officials shall review and approve it at least annually.

~~The state accountability model will be under revision in the 2017-18 school year.~~ The information included herein is accurate at the time of publication.

iii. Civics Test Requirement

In 2017, the Kentucky General Assembly passed Senate Bill 159 (2017). The law reads that beginning in July 2018, to graduate from a public high school with a regular diploma, a student must pass a civics test composed of 100 questions. Students must score 60% or higher and may retake the exam as often as necessary to pass the test. The Civics Test, developed by JCPS, includes the 100 civics questions from the naturalization test with most questions rewritten as multiple-choice. The U.S. Citizenship and Immigration Service posted the official list of 100 civics questions on the naturalization test as well as free study materials at <http://www.uscis.gov/citizenship/learners/study-test/study-materials-civics-test>.

D. High School Credits Earned Before High School Enrollment

Kentucky regulations require 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: 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:

i. In a regularly scheduled course, during the school day:

1. The student is enrolled in a course with a JCPS high school code with a properly certified teacher.
2. The course instructor follows the district curriculum map for that course at the level of rigor required.
3. The course instructor follows the high school grading practices described in the high school *SPP&G* (cumulative grading).
4. The student earns a grade of A or B as the final grade in the course.
5. The student completes the district proficiency assessments for the course, as available.
6. The student completes an End-of-Course (EOC) Exam for the course if it is required at the state level for accountability.

ii. High school courses may be available via JCPS*eSchool* (not National Collegiate Athletic Association

[NCAA]-eligible).

iii. 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 (AP) 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 his or her high school grade point average (GPA) when it becomes part of his or her transcript.

E. Early Graduation

Early Graduation is a deliberate pathway for students who wish to move on when ready, receive a diploma from the district, and transition to their next educational opportunity. Students have two early graduation options allowing students to graduate ahead of their cohort. Both have different requirements and benefits. Students and families should declare their intent to graduate early by either option as soon as possible to ensure enough time to complete the requirements. Official declaration may occur as soon as the student enrolls in high school but must occur before the deadlines stated below. Students may begin an unofficial early graduation plan as early as middle school.

NOTE: Performance-based Early Graduation is a KDE program and is founded in the state accountability model. As that model changes, so will the performance measures. This chart is accurate at the time of publication.

	Performance-Based Early Graduation	Credit-Based Early Graduation
Minimum Required Courses ¹	All courses described in the "Graduation Requirements" section of this document	All courses described in the "Graduation Requirements" section of this document
Test Requirements	Must take and meet Council on Postsecondary Education (CPE) Benchmarks on the ACT ²	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"> • Review course/assessment performance to date • Review student education goals (short- and long-term) • Review impact of extra/cocurricular participation • Review early graduation options 	
Declaring Intention	Must declare intention using the letter of intent form found in the back of the <i>SPP&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	
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 pro- rated 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 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.

F. 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 KAS. 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 KAS. This pathway to graduation is not necessarily an early graduation pathway. Students wishing to graduate early should follow the process as outlined above.

G. Graduation Timelines

The graduation year is determined by the date of completion of graduation requirements and final grade posting/ coding. Students who complete graduation requirements from **August 1** through **July 31** (students must complete all work by **July 25**) are considered to be in the graduating class for that school year and must meet that year's graduation requirements. Students must be coded in the student information system according to KDE guidelines by **July 31** to be considered a graduate for that academic year.

H. Course Enrollment: Points of Emphasis

- Only one English graduation requirement course is taken during the regular school year unless approved by the principal/designee. In other words, students must make up any unsuccessful English graduation requirement course before moving to the next level, unless approved by the principal/designee. Schools should consider the appropriate sequence and delivery of the English standards, yet never should school faculty impede the student's option for early graduation.
- Pursuant to KRS 158.142 Early high school graduation program, students pursuing early graduation may take two (2) high school English courses in an academic year.
- A student or parent/guardian request for a schedule change must occur within the first five (5) school days of the course.
- High School courses cannot be repeated to improve a grade **UNLESS** the student did not pass the course. Each time a course is completed (successfully or unsuccessfully), the final grade is posted to the official transcript.

I. 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 if a JCPS diploma is awarded.

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 Standards90–100%
- B..... Meets Standards 80–89%
- C Approaching Standards.....70–79%
- D Below Standards..... 60–69%
- U Substantially Below Standards..... Below 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.

*Pursuant with the joint Council on Postsecondary Education and KDE Dual Credit Policy, the postsecondary institution's grading ~~policy~~ **scale and or practices** 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.

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	90–100	Above Standards
B	3	80–89	Meets Standards
C	2	70–79	Approaching Standards
D	1	60–69	Below Standards
U	-	Below 60	Substantially Below Standards

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 shall include a variety of components. 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 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
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
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 (e.g., project or problem-based), demonstrations, authentic assessments, presentations, or other measures of student mastery
<ul style="list-style-type: none"> Teachers must use all three categories listed above when setting up categories in their gradebook, Infinite Campus, or other electronic gradebook. No one assignment can count for more than one-third of an entire category (e.g., 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.~~ that assessment score will be a portion of the final term grade.

C. GPA

A GPA includes grades earned in all high school courses. GPAs are derived from quality points that are assigned to letter grades as listed below. A student's GPA is equal to the sum of the total quality points earned, divided by the total number of high school courses completed (attempted credits).

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

Weighted Grades: College Credit and Equivalent Courses, such as AP, International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) (Cambridge), and Dual Credit/Enrollment 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

Both the weighted and the unweighted GPAs will appear on the official transcript. JCPS does not individually rank senior students in each school. Schools are encouraged to identify ranking by percentile for colleges and universities

(e.g., top 10 percent). Any student earning a weighted cumulative high school GPA of 4.0 or greater qualifies for valedictorian.

D. Grade Reporting

- The chart below describes what type of grades students earn by schedule type or course

length for each of the six grade reports distributed district-wide. Progress grades are cumulative from the start of the term to the grading period reported. A final grade is a cumulative report of students' progress from the start of the term and represents credit earned and a final grade appears on the Permanent Record (transcript).

	Schedule or Course Type		
Grading Period	Trimester	Semester	Year-Long
1st 6 Weeks	Progress Grade	Progress Grade	Progress Grade
2nd 6 weeks	Final Grade (0.5 Credit)	Progress Grade	Progress Grade
3rd 6 Weeks	Progress Grade	Final Grade (0.5 Credit)	Progress Grade
4th 6 Weeks	Final Grade (0.5 Credit)	Progress Grade	Progress Grade
5th 6 Weeks	Progress Grade	Progress Grade	Progress Grade
6th 6 Weeks	Final Grade (0.5 Credit)	Final Grade (0.5 Credit)	Final Grade (1 Credit)

- Courses at traditional high schools may follow different grading patterns. Please check the school handbook for details.
- Pursuant with the joint CPE and KDE Dual Credit Policy, the postsecondary institution's grade reporting timeline will apply to dual credit/enrollment courses and be used by the secondary school awarding credit. The instructor must detail the grade reporting timeline on the course syllabus. **Dual Credit instructor's on the high school campus must report progress grades as outlined above.**
- **If a student is exhibiting unsatisfactory performance or is experiencing changes in performance, parents/ guardians must be notified by the teacher at least one week prior to the end of the six-week grading cycle.** After notification, a verbal or written plan for improvement must be developed in cooperation with the teacher, the student, and the parent/ guardian.
- Attendance records or reports should include documentation of tardies to school and class.
- Local schools may use additional reporting material to fit the needs of the community.
- Concern about any grade should be directed to the student's teacher first. If the concern is not resolved, a conference with a counselor/**Assistant Principal** 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 of the principal's decision to the achievement area assistant superintendent for a review. A written response stating the achievement area assistant superintendent's final decision shall be forwarded to the parent/guardian. This is the last step in the appeal process. This is the last step of the appeals.~~ Admissions and Release Committee (ARC) procedures should be followed for students in the Exceptional Child Education (ECE) Program. **The Program Services Plan and grading policies for English Learners should be followed. See page 14 for additional considerations and requirements.**
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E. Evaluation of Incoming Transfer Records

- The local school counselor interprets and evaluates data from non-JCPS 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 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 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.

- Students who enter a high school from homeschooling 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 (<http://www.lrc.ky.gov/kar/704/003/307.htm>). This regulation also includes students entering a public school without a properly certified transcript, and from whom a properly certified transcript cannot reasonably be obtained.
- 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 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.

F. Evaluation of Non-JCPS Transcripts for the Advance Program

Parents need to submit the following information to the school counselor and/or the district's 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 materials that the parent or district designee considers helpful in determining Advance Program placement

High School Student Support Program

A planned transitional program and a strong remediation are provided for students who need extra support in advancing through high school. JCPS support and assistance programs include the following:

- Advisory Programs
- Content Recovery Programs
- ECE Services
- English as a Second Language (ESL) Program
- Extended Learning Opportunities
- Extended School Services (ESS)
- Guidance Services
- Independent Study
- JCPSeSchool
- Louisville Linked

Response to Intervention (RtI)

- School-Based Tutoring Centers
- Summer School Program
- Title I Funded Programs
- Transition Centers
- Youth Services Centers (YSCs)

Multi-tiered System of Supports (bulleted)

High school supports may address the following academic needs:

- **Content support** is meant to provide just-in-time assistance to students who need additional learning opportunities to understand a unit of study. To be eligible for content support, a student must work with his or her teacher to identify the modules to be completed. A grade contract may be used if a grade change is requested.
- **Course/Credit recovery** is to be used by students to continue a course that they are already enrolled in or to assist students in making up a failing grade that has been recorded. To be eligible for **course/credit recovery**, a student must work with his or her counselor (if the student is no longer enrolled in the course to be recovered) to identify which courses need to be recovered. Credit recovery results in an additional entry on the student transcript.

A. ESS

High school students are given the opportunity to receive ESS:

- As an intervention strategy throughout the year.
- If students have attempted and failed a course that is needed for graduation.
- If students received an Incomplete at the end of the semester.

Students who receive an Incomplete at the end of the school term are not required to complete a specified number of hours. Instead, they must successfully finish specific coursework from their regular teacher. The students must receive a passing grade on any final tests that are required of all students taking the course in the regular classroom.

B. Jefferson County High School Independent Study

The Independent Study Program provides opportunities for high school students to meet their educational needs through independent study conducted via correspondence when JCPSeSchool courses are not possible due to lack of Internet access. Students may enroll in independent study courses in order to earn additional credits toward graduation and/or for enrichment purposes.

The principal/designee must approve each student's application by noting the subject that the student is to take and determining that the student meets the qualifications for eligibility. The principal/designee is responsible for seeing that the student does not exceed the maximum number of correspondence credits allowed toward graduation. A student may earn a maximum of five credits toward the required credits for graduation via correspondence.

Homework assignments, which include short-answer questions, objective questions, and possible writings portfolio entries, are completed by the students and mailed to the Independent Study Office for grading. Students must receive a passing score (at least 60 percent) on the final examination in order to receive credit for the course.

The final examination cannot be scheduled until five days after the Independent Study Office has received the last completed assignment in the course. The maximum time a student has to complete each half-credit is determined by the approving principal/designee.

C. JCPSeSchool

JCPSeSchool is a virtual high school. Through JCPSeSchool, students are able to participate in educational opportunities anywhere, anytime, and at any pace. JCPSeSchool is designed to address the academic needs of students in the twenty-first century. Students are able to meet their educational needs through a teacher-facilitated, online classroom that allows for the completion of coursework.

Students may participate in two types of online classrooms: Content Support and Course/Credit Recovery.

Students Eligible for JCPSeSchool

- Homeschool or private school students
- JCPS homebound students or JCPS students who are physically unable to attend a regular Jefferson County public school
- JCPS students who need to repeat a course, who need a course that is not offered by their school, or who cannot take a course due to scheduling conflicts
- JCPS students who desire noncredit enrichment

The principal/counselor must approve the student application for each credit or content recovery course a student takes. This approval serves as verification of the student's need to take the course and assurance that the school will accept the transfer of credits for and the grade earned in the course. There is a course fee and a cost for the textbook and/ or other offline supplies.

D. Transition Centers

If a middle, high, special school house a Transition Center that Transition Center will have 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 KDE.

E. College- and Career-Readiness Certification/ Assessment

As defined by KDE, students may demonstrate college/career readiness in several ways. First, students are considered college-ready by meeting CPE benchmarks on the ACT Reading (20), English (18), and Math (19) subtests. Students not meeting these benchmarks shall take a transition course or intervention that ends with a college placement test. ~~KDE supports KYOTE testing for students not meeting benchmarks.~~

Students may also demonstrate readiness by earning an industry-recognized career certificate or Kentucky Occupational Skills Standards Assessment (KOSSA) certificate ~~and a qualifying Armed Services Vocational Aptitude Battery (ASVAB) score.~~ As KDE expands its definition of *college/career readiness*, measures will be added.

F. Work-Based Learning

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 as cooperative education, entrepreneurial programs, 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 KEES curriculum requirements. Students taking cooperative or work experience courses must have four courses not listed as cooperative or work experience to be eligible to earn KEES funds that school year. Course academic codes will be included in the KEES eligibility determination.

Additional Considerations and Requirements for Students in ECE Programs

Both federal law and state law require that students in ECE Programs have access to 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 KAS/Program of Studies. Consultation between the Comprehensive Program (CP) specially designed instruction (SDI), supplemental aids and services (SAS), and grading procedures.

Depending on the service-delivery model, academic progress, and social development, grades are assigned by the ECE teacher, the CP teacher, or both, according to the following:

- Grades are assigned by the CP teacher when classroom instruction is delivered in a CP classroom without ECE.
- 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.

- Grades are assigned by the ECE teacher when classroom instruction is delivered in the ECE classroom.

Upon implementation of the IEP and collection of ongoing progress data, if any member of the ARC or any implementer of the IEP believes that the IEP is not appropriate to meet the individual needs of the child or youth, then that individual submits a request to the ARC chairperson district representative to convene the ARC meeting to review the IEP.

Data should be collected and analyzed on an ongoing basis and should be used to change instruction if necessary. There must be evidence or documentation to support the data, and progress must be reported to parents and the ARC. For students enrolled in the Alternative Diploma track, the Admissions and Release (ARC) determines if the ECE Progress Report and Report Card should be used instead of the regular high school report card for reporting student grades.

In addition to completing report cards, teachers collect, maintain, and analyze data to determine if the student with disabilities is making expected progress toward IEP goals on the Progress Report Form. This progress report is sent to parents on the same report card schedule as the one specified by the district for all students.

Transition

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 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.

By the student's sixteenth birthday (or younger if appropriate), the focus expands to include needs as they relate to progress toward postsecondary goals. At the age of 16, the student's IEP shall include the following:

- Appropriate, measurable postsecondary goals that are based on age-appropriate transition assessments and that are related to training, education, employment, and, where appropriate, independent living skills
- The transition services (including the course of study) needed to assist the student in reaching these goals

Additional Considerations and Requirements for English Learners (ELs)

Classroom teachers design and modify instruction, assignments, and tests based on students' English language proficiency levels in reading, writing, listening and speaking as determined by the English Language Proficiency Screener or ACCESS assessment.

ELs receive instructional and assessment accommodations in the classroom, while being instructed with Kentucky Academic Standards on grade level. A student's Program Services Plan (PSP) outlines the instructional and assessment accommodations that should be implemented..

The WIDA English Language Development Standards should be used as a tool to provide greater access to Kentucky Academic Standards. The WIDA Can Do Descriptors highlight examples of what English Learners can do at each English proficiency level. It is a grade-specific resource designed to guide teachers in planning meaningful activities with ELs.

Federal guidance states that ELs are to be provided standards-aligned instruction that is "rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds" including

assessment and instructional accommodations . Report card grades should reflect these instructional and assessment accommodations without limiting the student from earning the highest grade in the content area. Students should not receive grades of “D,” or “U”, on assignments solely based on their English proficiency level. A student could receive a “D,” or “U,” only if the student’s lack of performance on appropriately modified or accommodated work warrants such a grade.

Jefferson
County
Public
Schools

Performance-Based Early Graduation Information

Letter of

Intent to Apply for Early Graduation

Senate Bill 61, passed during the 2013 Kentucky General Assembly, provides a pathway to early graduation for students who intend to complete high school in three academic years or less. Beginning with the 2014-15 academic year, students who complete the Early Graduation Requirements (see below) may receive a diploma from their district. Students who graduate in three years or less are also eligible for an Early Graduation Certificate (EGC), which they may use the year immediately following high school graduation when enrolling in a Southern Association of Colleges and Schools (SACS)-accredited Kentucky two- or four-year institute of higher education.

Clarifying Points

- The statutory changes and regulation went into effect beginning with the 2014-15 academic year.
- KRS 158.142 states that a local board of education shall not impose graduation requirements that prohibit a student who is pursuing an early graduation program from finishing high school in less than four (4) years.
- Early Graduation is defined as a student meeting the performance criteria outlined in 704 KAR 3:305 Section 9 (2) and doing so in three years or less from the date of first enrolling in grade nine.
- To meet the criteria, students that intend to graduate early must meet minimum proficiency benchmarks for the four End of Course exams required for state accountability and meet college ready benchmarks for the ACT or other college readiness exam.
- A student who wishes to graduate early must complete a Letter of Intent to Apply for Early Graduation within the first 30 days of the academic year in which they want to graduate and the information must be entered into Infinite Campus and the ILP no later than October 1st of the academic year they intend to graduate.
- Students may take their one state supported ACT exam earlier than their junior year, as provided by the regulation.
- Early Graduation students require consistent monitoring and counseling to ensure they are on track to complete the early graduation requirement. The ILP should be completed and regular meetings between the student, family and counselor should monitor and update student progress as required in Section 4 of 704 KAR 3:305.
- The Letter of Intent is not binding; students may revert to regular student enrollment with the knowledge they have to meet the District's minimum requirements and that they will not be eligible for the Early Graduation Certificate.

Incentives

- 1) A student who meets the Early Graduation requirements in 704 KAR 3:305 shall earn an Early Graduation Certificate to be eligible for a one time scholarship award

to be used at a Kentucky two- or four-year public or independent non-profit SAC's accredited college or university the year immediately following high school graduation. The award shall be equal to one-half (1/2) of the SEEK statewide per pupil guarantee for one year.

- 2) Students who graduate from high school in three years shall also receive a Kentucky Educational Excellence Scholarship (KEES) award equivalent to completing high school in four years.

Letter of Intent to Apply for
Early Graduation Intended Graduation
Year:

#####

(#####)

Student Information

Student Name: _____ SSID _____

#: _____ JCPS _____

ID#: _____ Date of Birth: _____

Parent/Guardian Name(s): _____

Mailing Address: _____

City, State, and ZIP Code: _____

Parent Phone Number: _____

Parent Email Address: _____

School Information

High School Name: _____ District: Jefferson _____

County Public Schools Principal Name: _____

Date Student Entered High School: _____ Date Student Intends to

Graduate: _____ (MM,DD,YYYY) _____ (MM,DD,YYYY)

Disclosures (Parent/Guardian and student initial each statement.)

(Parent/Guardian Initials) (Student Initials) I have read and understood the attached information regarding Early Graduation.

(Parent/Guardian Initials) (Student Initials) I understand that this intent to pursue Early Graduation is an accelerated pathway and I intend to meet the academic criteria and timeline of the intent,

(Parent/Guardian Initials) (Student Initials) graduating within three years of entry into high school. By meeting these requirements, I am eligible for the

Early Graduation Certificate and a diploma.

I understand that, should I attain Early Graduation and be awarded an Early Graduation

(Parent/Guardian Initials) (Student Initials) Certificate award, I may need to provide additional information to the Kentucky Higher Education Assistance Authority (KHEAA) to order to have funds sent to my college or university.

(Parent/Guardian Initials) (Student Initials) I understand that failure to meet the Early Graduation criteria or timeline will result in having to complete the regular minimum requirements for high school, and forfeiture of the Early Graduation Certificate.

I understand that if I intend to and attain Early Graduation, the intent is

_____ not binding and I
_____ may choose to stay in high school until I earn the credits required to
graduate. I under-
(Parent/Guardian (Student
Graduation Certifi- s't and however, that by remaining in high school, I forfeit the Early
Initials) Initials)ate.

Signatures (Print and sign name.)

_____ (Student Printed Name)	_____ (Student Signature)	_____ (Date)
_____ (Parent/Guardian Printed Name)	_____ (Parent/Guardian Signature)	_____ (Date)
_____ (Counselor Printed Name)	_____ (Counselor Signature)	_____ (Date)
_____ (Principal Printed Name)	_____ (Principal Signature)	_____ (Date)

<SCHOOL USE ONLY>

The student status as an Early Graduate must be entered into Infinite Campus no later than October 1st of the academic year in which the student makes the declaration, as stated in Section 9 of 704 KAR 3:305.

Date entered into IC: _____ by: _____

(Date) (Print Name) (Initials)

The signed and completed Intent form must be uploaded into the student ILP.

Date entered into IC: _____ by: _____

(Date) (Print Name) (Initials)

If this student transfers to another Kentucky high school before completing Early Graduation, the Early Graduation Intent and information must be entered in Infinite Campus and a new counselor must be assigned to monitor the student's progress.

A copy of this intent form should be placed in the student's cumulative folder and a copy given to the student for his or her records.

Glossary

Advanced Placement	..... A nationally recognized, college-level curriculum developed and monitored by the College Board
Advance Program	..... A program designed to provide instruction for academically gifted/talented students
AICE	..... Advanced International Certificate of Education is awarded by Cambridge International Education for coursework completed and passing culminating exams.
ARC	..... Admissions and Release Committee
Assessment	..... The evaluation of progress and/or achievement made by an individual or group
ASVAB	..... Armed Services Vocational Aptitude Battery—A multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success. Students may opt out of being contacted by the military when taking this exam.
CIM	..... Certificate of Initial Mastery
College Transition Course	..... A course or a part of a course designed to help students make the academic transition to college coursework
Dual Credit	..... When a course, taken either on the high school or college campus, earns the student both high school and college credit simultaneously.
Dual Enrollment	..... Any scenario when a student is enrolled at two institutions at the same time and may spend part of his or her day/week at each institution.
ECE	..... Exceptional Child Education (special education)
ESL	..... English as a Second Language
ESS	..... Extended School Services
GPA	..... Grade point average
IB	..... International Baccalaureate—A nonprofit educational foundation that supports and monitors curricula and philosophies that help students develop the intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalizing world
IEP	..... Individual Education Program
ILP	..... Individual Learning Plan
Industry Certification	..... A designation earned by a person, typically by examination or performance, to ensure his or her qualification to perform a job or task
JCBE	..... Jefferson County Board of Education
JCPS	..... Jefferson County Public Schools
KAS	..... Kentucky Academic Standards
KDE	..... Kentucky Department of Education
KEES	..... Kentucky Educational Excellence Scholarship
KERA	..... Kentucky Education Reform Act—The 1990 legislation enacted to restructure schools in the commonwealth of Kentucky
KOSSA	..... Kentucky Occupational Skills Standards Assessment—A summative, project-based assessment for students in Career and Technical Education Programs to demonstrate career readiness

K-PREP..... Kentucky Performance Rating for Educational Progress
SBDM School-Based Decision Making



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