

JEFFERSON COUNTY PUBLIC SCHOOLS

# Student Progression, Promotion, and Grading

Middle School  
2011-12



Jefferson County  
Public Schools   
**Shaping the Future**

Jefferson County Public Schools

**Middle School  
Student Progression,  
Promotion, and Grading  
Handbook  
2011-12**



Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities  
14416 SPP&G MS 8/11 dw

# Introduction

The uniform *Student Progression, Promotion, and Grading Handbook* summarizes and clarifies related policies and practices established by the 1990 Kentucky Education Reform Act (KERA) and the Jefferson County Board of Education (JCBE). The Jefferson County Public School (JCPS) District establishes uniform, standard procedures for grading, progression, and promotion for elementary, middle, and high schools. These procedures are reviewed annually by the JCBE. The *Student Progression, Promotion, and Grading Handbook* supports the implementation of Kentucky state laws and the philosophy and vision of JCPS.

JCPS believes that when we collaborate with parents, staff, and students to:

- Create caring and culturally responsive classroom communities,
- Provide high-quality, personalized instruction that challenges and engages students in authentic work,
- Ensure equitable access for all students to a consistent, world-class, inquiry-based curriculum, and
- Prepare leaders to engage in collaborative strategies to move this shared vision forward,

Then all students will graduate prepared to:

- Achieve their goals,
- Follow their dreams, and
- Create a more just society.

Since performance assessment, evaluation, and a grading system are integral, planned parts of the curriculum, educators shall actively communicate student progress with parents/guardians and students. This communication will include early identification and support of students who are struggling or who are at risk of failure. In addition, schools are encouraged to explore various school structures and policies to support learning goals and continuous student progression toward the next grade level.

# Table of Contents

<b>Introduction</b> .....	Inside front cover
<b>Board of Education Policies</b> .....	4
Uniform Student Progression, Promotion, and Grading .....	4
Student Conferences .....	4
Parent Conferences .....	4
Early Graduation.....	4
Acceleration .....	4
Homework .....	4
<b>Kentucky’s Learning Goals</b>	
<b>Kentucky Education Reform Act (1990)</b> .....	5
<b>Planning in the Era of KERA</b> .....	5
<b>Student Progression, Promotion, and Grading in JCPS</b> .....	6
Philosophy.....	6
<b>Procedures for Middle School Grades Six Through Eight</b> .....	7
Components of Academic Grades.....	7
Determining Academic Grades .....	7
Conduct Grades.....	8
Grade Reporting.....	8
Progression.....	9
Assessment Benchmarks and Transition to High School Standards.....	9
Transitional Promotion .....	10
Student Support and Assistance .....	10
Procedure for Review and Reconsideration of Grades and Retention Decisions .....	10
State-Required Assessments .....	11
Evaluation of Out-of-District Transcripts .....	11
Evaluation of Out-of-District Transcripts for Advance Program Placement .....	12
<b>Additional Considerations and Requirements for Students in ECE Programs</b> .....	12
Transition .....	12
<b>Report Cards</b>	
Middle School Interim Progress Report .....	13
Notice of Significant Change in Student Performance .....	14
Student Progress Toward Middle School Promotion and Transition to High School Standards, Midyear Status Notification .....	15
Student Progress Toward Middle School Promotion and Transition to High School Standards, Yearly Summary Report.....	16
Middle School Grade Report .....	17
Middle School Progress Report & Report Card (ECE).....	18
<b>Request for Exemption</b> .....	22
<b>Glossary</b> .....	23

# **Board of Education Policies**

## **Uniform Student Progression, Promotion, and Grading (Board Policy IKA)**

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

Parents/Guardians shall be notified annually of the procedures used to evaluate the academic performance of students. If a student is exhibiting unsatisfactory performance or is experiencing changes in performance, parents/guardians must be notified in a timely manner prior to the distribution of the progress report or report card.

## **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.

## **Parent Conferences (Board Policy IKAD)**

Teachers 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. The Board of Education shall encourage that parent-teacher conferences be provided within the school calendar.

## **Early Graduation (Board Policy IKFA)**

The Board of Education shall encourage students to obtain a diploma/certificate through a four-year program. Students wishing to complete all state and local graduation requirements prior to the four-year program may declare their intent before the end of the tenth year. The local requirement for the fourth year of language arts may be satisfied by successful completion of a freshman English course in an accredited college or university, provided prior approval is obtained.

## **Acceleration (Board Policy IKEB)**

Pupils may advance through the established Kentucky Core Academic Standards/Program of Studies in accordance with the prescribed requirements, P1 through grade twelve. Students shall not be penalized in grades nine through twelve for work completed during an approved summer session.

## **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.

# **Kentucky's Learning Goals**

## **Kentucky Education Reform Act (1990)**

### **Goal No. 1**

Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

### **Goal No. 2**

Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

### **Goal No. 3**

Students shall develop their abilities to become self-sufficient individuals.

### **Goal No. 4**

Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.

### **Goal No. 5**

Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

### **Goal No. 6**

Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

## **Planning in the Era of KERA**

What do we want a student to know and be able to do?

What does a student do when he or she knows and demonstrates the outcome well?

How will we know if a student knows and can demonstrate the outcome well?

# Student Progression, Promotion, and Grading in JCPS

## Philosophy

JCPS provides every student, without exception, both the opportunity and the necessary support to benefit from a high-quality educational experience. A challenging and rigorous curriculum, articulated for preschool through grade twelve, is implemented for all students in all content areas.

We believe that student retention is not an effective practice. Therefore, students who are struggling or who are at risk of failure should be identified early and provided with the necessary supports to meet state standards and to prepare them for the next level.

In JCPS, we support a **Balanced Assessment System** that uses three forms of assessment: Formative Classroom, Interim Benchmark, and Annual Accountability. At the middle school level, we wholly support putting students at the center of learning and engaging them in ways that allow them to assume responsibility for their own success.

**Formative Classroom Assessment** is an ongoing process used to inform instructional decisions made by the teacher and student. It is linked to the targets of daily instruction, and it provides continuous information. Formative Assessment is what happens when teaching is still underway. Formative Assessment helps shape decisions about what needs to happen next to better prepare students for the summative assessment. This may involve giving students ungraded practice, helping them see where they might improve, or informing teachers on how they might adapt instruction to help move students toward the target.

**Interim Benchmark** fulfills the traditional role of measuring student progress. Results from tests feed into an evaluation, like a mark in a grade book or a report card. They reflect the level of student learning at a particular point in time.

**Annual Accountability Assessment** is used to improve future instructional practices in order to improve student achievement. Annual state assessments have an impact on student progression and decisions regarding future programmatic placement.

# Procedures for Middle School Grades Six Through Eight

The JCBE has approved the following procedures for assessing and reporting to parents the achievement of middle school students. Traditional, optional, and magnet programs may use alternate reporting standards and forms. Refer to student handbooks for those respective programs.

## Components of Academic Grades

Academic grades reflect what the student knows and is able to do. Academic grades must include a minimum of four of the following:

- Cooperative Group Work
- Discussion/Problem Solving
- Homework
- In-Class Assignments
- Journals/Logs/Notebooks
- Participation
- Portfolio (Collection of Content Work)
- Projects/Performance Assessments/Presentations
- Quizzes and Tests
- Student Reflection

No one component may count for more than 25 percent of the total academic grade. Participation points are not attendance points, and academic grades are not reduced as punishment for misconduct.

Documentation of academic components is required. Each teacher must supply a copy of his or her grading procedures to the students and the principal. Parents/Guardians may obtain information about grading procedures from their child, at Open House, and during parent/guardian-teacher conferences.

## Determining Academic Grades

Letter grades represent the following:

<b>A</b> (Exceeds Standards) . . . . .	93–100%
<b>B</b> (Meets Standards) . . . . .	86–92%
<b>C</b> (Marginally Meets Standards) . . . . .	79–85%
<b>D</b> (Below Standards) . . . . .	70–78%
<b>U</b> (Unsatisfactory) . . . . .	Below 70%

**I** (Incomplete)—Incomplete work due to absence must be completed and the grade recorded within two weeks of the end of the interim grading period or final grade unless the student is enrolled in Extended School Services (ESS). If the student has not completed the work within that time, the student’s grade is recorded as a U.

Final grades are determined by averaging the quality point equivalents of the six interim grades during the school year. Decimals of 0.5 or greater are rounded up to the nearest whole number. Decimals of less than 0.5 are rounded down. Quality point equivalents are as follows:

**A** = 4 points

**B** = 3 points

**C** = 2 points

**D** = 1 point

**U** = 0 points

Additionally for yearlong courses, students must pass a minimum of four of six interim grades (no more than two U's). For all courses of a shorter duration, the final grade is determined by averaging the quality point average of each interim grade.

A final examination grade may be used only to increase a student's final grade. Permanent records include final grades and attendance figures for the year.

## Conduct Grades

Conduct grades represent the extent to which the student does the following:

- Shows self-control and self-discipline
- Respects the rights and feelings of others
- Accepts responsibility for his or her own actions
- Cooperates in group activities

Conduct is not a component of the academic grade except in physical education (PE) class. Teacher judgment of student conduct in individual classrooms is indicated according to the following scale:

**S**—Satisfactory

**NI**—Needs Improvement

**U**—Unsatisfactory

## Grade Reporting

Interim grade reports are issued at the end of each six-week grading period. Each six-weeks grade represents a report of all work completed during that grading period.

If a student is exhibiting unsatisfactory performance or is experiencing changes in performance, the teacher must notify the parents/guardians in a timely manner, **prior** to distribution of the interim grade report or report card. Any of the following forms may be used for this purpose:

- District-provided Notice of Significant Change in Student Performance (page 14)
- District-provided Middle School Interim Progress Report (page 13)
- School-designed Progress Report

After notification of a deficiency, the teacher, student, and parent/guardian must cooperate to develop a plan for improvement.

If a School-Based Decision Making (SBDM) Council chooses to use an alternate reporting procedure (including the report card), a waiver must be granted by JCBE no later than three weeks prior to the first report card distribution of the school year. The council must complete the Request for Exemption Form (page 22), must notify all parents/guardians in writing, and must be willing to convert their unique grading system to JCPS guidelines when necessary. Unless the JCBE waiver is requested and approved for an alternate reporting procedure, the grading system described in this document must be followed.

## Progression

All full-year courses count as one credit each when determining progression to the next grade level. The assignment of one credit for each full-year course reflects the importance of valuing and integrating all areas of learning as KERA advocates.

To be promoted to the next grade, a middle school student must accumulate a minimum of 66 2/3 percent or greater of possible earned credits, which must include language arts and mathematics. For example, a student must pass four out of six courses taken and two of the four passed classes must be language arts and mathematics. In addition, all students must complete a writing portfolio each year in order to be promoted to the next grade.

If a student passes 66 2/3 percent of the classes taken but has not passed language arts or mathematics or has not completed a writing portfolio, the student will be conditionally promoted to the next grade. The student, however, must show competency by successfully completing school- or district-designed competency modules during the current or following school year. The work may be part of coursework, ESS, or tier 2 and 3 interventions from the Response To Intervention (RTI) process. However, regarding the writing portfolio, the student must complete it the following year, with the exception of eighth-grade students who must complete it before transitioning to ninth grade. Ultimately, the student must demonstrate competency in the designated area prior to transitioning from eighth to ninth grade.

Special student populations who already use established, documented accommodations will continue to use them to demonstrate competency and to meet the Assessment Benchmarks and Transition to High School Standards. Limited-English Proficient (LEP) students must demonstrate yearly progress in the speaking, listening, reading, and writing domains of the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners), which is the state-mandated annual English language proficiency assessment.

## Assessment Benchmarks and Transition to High School Standards

All students are expected to meet the following criteria in order to move from eighth to ninth grade:

- Pass at least 66 2/3 percent of all courses taken, including language arts and mathematics,
- Complete a writing portfolio, and
- Score Apprentice level or higher on the following state assessments:
  - Reading assessment
  - Mathematics assessment

### OR

The student must demonstrate satisfactory progress in meeting assessment benchmarks through a school-designed intervention or a set of district-designed competency modules. Students who meet the first two criteria above but who fail to meet the third criteria, either by scoring lower than Apprentice on one or more state assessments or by failing to demonstrate competency through modules or intervention methods, may be considered for a transitional promotion from eighth to ninth grade.

The school will notify the parents/guardians of the student's progress toward achieving the standards for promotion and transition from middle school to high school at the end of each school year, sixth through eighth grades. If a student is exhibiting unsatisfactory progress toward meeting the promotion and transition standards by the end of the third interim grading period, the counselor must notify the parent/guardian through a personal telephone call, a letter, or one of the forms on pages 15 and 16 or a school-designed form.

## Transitional Promotion

Middle school students are not promoted socially, that is, based on age or years in school. However, they may advance through a planned transitional program that is based on individual student needs and that is determined and agreed to by the student, parent/guardian, teacher, and principal and/or counselor. If the promotion is to high school, the principals of the middle and high schools must be involved in determining the transitional plan.

Factors involved in transitional promotion include the following:

- Academic ability
- Early identification of a planned competency-based program
- Remediation and/or accelerated curriculum
- Age and size of the student
- Admissions and Release Committee (ARC) decisions
- Progress toward achieving promotion and transition standards from middle to high school
- Progress toward successful completion of recovery and intervention programs or district-designed competency modules

## Student Support and Assistance

A planned transitional program and the Response To Intervention (RIT) process is in place for students who need extra support in advancing through middle school. JCPS support and assistance may include one or more of the following:

- Exceptional Child Education (ECE) services
- English as a Second Language (ESL) Program
- ESS
- Guidance departments
- *Core Content Guides* (CCG) accommodations and modifications
- Specialized programs
- Summer programs
- Title I Programs
- Youth Services Centers (YSCs)
- JCPS Middle School Literacy Program
- Comprehensive School Reform (CSR) Grant
- District- or school-designed intervention programs/Recovery Modules
- Tier 2 and 3 Interventions

## Procedure for Review and Reconsideration of Grades and Retention Decisions

1. Within ten days of receiving the grades and/or notice of retention, the parent/guardian informs the school principal in writing that a review and reconsideration are desired and provides reasons for initiating the process.
2. Within five days of receiving a parent's/guardian's letter, the principal directs the teacher(s) and counselor to review the request and examine appropriate records and classroom work. The teacher and counselor then give the principal a written recommendation, including a rationale that supports or rejects the request.
3. Within five days after receiving the recommendation, the principal schedules a conference with the parent/guardian. Any decision that results from the conference is given to the parent/guardian in writing within five days after the conference. If the decision results in the student being retained or it results in a final grade remaining as assigned, the principal copies his or her decision to the superintendent/designee.
4. The principal makes the final decision in the review of an interim grade. However, a parent may appeal the principal's decision concerning progression/retention, final grade, or meeting any of the promotion and transition from middle school to high school standards by sending a letter to the superintendent/designee within ten days of the principal's decision.
5. The superintendent/designee sends a written response to the parent/guardian stating the final decision.
6. The procedures for ARC should be followed for students in the ECE Program.

## State-Required Assessments

The Kentucky Department of Education (KDE) sets policy and procedures concerning which students take the annual state-required assessments. This policy requires a student to take every grade-level state-mandated test; that is, a student must take an assessment in grades three, four, five, six, seven, eight, ten, eleven, and twelve—as he or she progresses.

If a student accelerates past a grade, that student must take the state-mandated test for both the passed-over grade and the current grade. For example, if a student moves from P3 (grade two) to grade four, he or she would take both the P4 (grade three) and grade-four state-mandated test at the end of his or her grade-four year. If a student moves from grade seven to grade eight during the school year, the student would complete the grade-seven writing portfolio and take both the grade-seven and grade-eight state-mandated test at the end of the grade-eight school year. If a sophomore completed enough credits during the summer to become a senior, he or she would complete a grade-twelve writing portfolio and take both the grade-eleven and grade-twelve state-mandated test at the end of his or her senior year.

Students enrolled in a Certificate of Attainment Program participate in the state-required Alternate Assessment as required by KDE.

## Writing Portfolios

Writing portfolios, consisting of samples of student work, shall be maintained for each student and follow each student from grade to grade and to any school in which the student may enroll.

## Individual Learning Plan

Beginning in sixth grade, each student shall complete an Individual Learning Plan (ILP) that brings together his or her academic achievements, extracurricular experiences, and career and education exploration activities to create a concrete plan for success. The ILP shall be readily available to the student and parent/guardian and must be reviewed and approved at least annually by the student, parent/guardian, and school official.

## Evaluation of Out-of-District Transcripts

- Parents of a student wishing to enroll in a Jefferson County public school following out-of-district or home-school instruction should schedule an appointment with the school counselor and/or principal.
- The local school counselor interprets and evaluates data from out-of-district transcripts for transfer to JCPS records. If questions concerning interpretation arise, they are resolved by the principal.
- A student who missed the designated state assessments and has been enrolled in a Kentucky public school for 100 or more days must demonstrate competency in reading and mathematics through a school-designed intervention or a set of district-designed competency modules. This may be part of coursework, ESS, pull-out sessions, or district-approved online competency modules. A student who demonstrates competency on the initial school-designed program or district-designed module assessment has met the designated transition standard.
- Students enrolled in a JCPS school for fewer than 100 days must have a portfolio that is reflective of writing completed since they enrolled in a JCPS school.
- The principal/designee determines the appropriate grade placement of home-schooled students based on a review of the following materials:
  - Transcript—a record of grades earned by the student
  - An outline of material covered in each course
  - Selection of the student’s best works in each subject or course for which credit is sought
  - The name, author, and publisher of textbook(s) used
  - Attendance manual—a record of days and times taught
  - Additional materials that the parent considers helpful in determining grade placement

After a home-schooled student is accepted in a JCPS school, the parent must notify the Pupil Personnel Office in writing to terminate the student’s home-schooled status. The letter should include the student’s name, date of birth, and grade placement.

## **Evaluation of Out-of-District Transcripts for Advance Program Placement**

Parents need to submit the following information to the school counselor and/or the district 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).
- Copies of the last two years' report cards
- Copies of the student's latest standardized achievement test scores (e.g., Comprehensive Test of Basic Skills, Fifth Edition [CTBS/5], Otis Lennon, state-mandated test, Terra Nova, or ERB). Any test that has a Cognitive Skills Index will be reviewed.
- Gifted/Talented screening information used by the out-of-district school to determine placement of this student in its gifted/talented program
- Any additional material that the parent considers helpful in determining the Gifted and Talented and/or Advance Program status of the student

## **Additional Considerations and Requirements for Students in ECE Programs**

Both federal law and the Kentucky Core Academic Standards/Program of Studies 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, Academic Expectations, and the content/skills identified in the Kentucky Core Academic Standards/Program of Studies. The JCPS CCGs provide a framework for individual planning. Consultation between the Comprehensive Program (CP) and ECE teachers is necessary to determine individual adaptations to both the instructional program and grading procedures.

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

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

For students enrolled in a Certificate of Attainment Program, the ARC determines if the ECE Middle School Progress Report and Report Card should be used instead of the regular Middle School Grade Report 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 IEP Form B—Progress. This progress report is sent to parents on the same report card schedule as specified by the district for all students.

## **Transition**

Beginning in the sixth grade, 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 the student's eighth-grade year or when the student has reached the age of 14 (or earlier if determined appropriate by the ARC) and 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.

# Jefferson County Public Schools Middle School Interim Progress Report

Name: \_\_\_\_\_ Grading Period: \_\_\_\_\_ Team: \_\_\_\_\_

Homeroom: \_\_\_\_\_ Date: \_\_\_\_\_

Approximately half of the grading period is completed. This progress report is sent home to tell you about your child's current progress. This is NOT a report card.

Conduct Code: S=Satisfactory NI=Needs Improvement U=Unsatisfactory

## Curriculum Areas

<p><b>LANGUAGE ARTS</b></p> <p>Academics: <b>Excellent Satisfactory Needs Improvement Unsatisfactory</b></p> <p>Conduct: S NI U</p> <p>Comments: _____</p>	<p><b>ARTS/HUMANITIES OR OTHER:</b></p> <p>Academics: <b>Excellent Satisfactory Needs Improvement Unsatisfactory</b></p> <p>Conduct: S NI U</p> <p>Comments: _____</p>
<p><b>MATHEMATICS</b></p> <p>Academics: <b>Excellent Satisfactory Needs Improvement Unsatisfactory</b></p> <p>Conduct: S NI U</p> <p>Comments: _____</p>	<p><b>PRACTICAL LIVING (HEALTH/PHYSICAL EDUCATION)</b></p> <p>Academics: <b>Excellent Satisfactory Needs Improvement Unsatisfactory</b></p> <p>Conduct: S NI U</p> <p>Comments: _____</p>
<p><b>SCIENCE</b></p> <p>Academics: <b>Excellent Satisfactory Needs Improvement Unsatisfactory</b></p> <p>Conduct: S NI U</p> <p>Comments: _____</p>	<p><b>VOCATIONAL STUDIES OR OTHER:</b></p> <p>Academics: <b>Excellent Satisfactory Needs Improvement Unsatisfactory</b></p> <p>Conduct: S NI U</p> <p>Comments: _____</p>
<p><b>SOCIAL STUDIES</b></p> <p>Academics: <b>Excellent Satisfactory Needs Improvement Unsatisfactory</b></p> <p>Conduct: S NI U</p> <p>Comments: _____</p>	<p><b>OTHER:</b></p> <p>Academics: <b>Excellent Satisfactory Needs Improvement Unsatisfactory</b></p> <p>Conduct: S NI U</p> <p>Comments: _____</p>
<p><b>READING</b></p> <p>Academics: <b>Excellent Satisfactory Needs Improvement Unsatisfactory</b></p> <p>Conduct: S NI U</p> <p>Comments: _____</p>	<p><b>OTHER:</b></p> <p>Academics: <b>Excellent Satisfactory Needs Improvement Unsatisfactory</b></p> <p>Conduct: S NI U</p> <p>Comments: _____</p>

Poor attendance interferes with learning.  
 Parents/Guardians are encouraged to contact their child's school if a conference is desired.

PARENT'S/GUARDIAN'S SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_



Jefferson County  
Public Schools

**Shaping the Future**

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER OFFERING EQUAL EDUCATIONAL OPPORTUNITIES  
MS Form 010 08/07 KK

208-2 5690404-1681707

Jefferson County Public Schools

**NOTICE OF SIGNIFICANT CHANGE IN STUDENT PERFORMANCE**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: \_\_\_\_\_ Homeroom: \_\_\_\_\_

Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_

**Reason for Notification:**

Your child has shown (Circle one.)  an improvement  a decline  in the areas checked below:  
 a deficiency

**Academic**

- Participation
- Attendance
- Homework
- Individual and/or group work
- Quizzes/Tests
- Special projects
- Portfolios
- \_\_\_\_\_

**Effort**

- Contribution to class
- Resourcefulness and creativity
- Initiative/Independent learning
- Organizing time, work, and materials
- \_\_\_\_\_

**Behavior**

- Self-control and self-discipline
- Respecting rights and feelings of others
- Accepting responsibility for own actions
- Cooperating in group activities
- \_\_\_\_\_

Teacher Comments:

---



---



---



---

Student Comments:

---



---



---



---

Next Report Card Distribution Date: \_\_\_\_\_

Please contact teacher for conference at \_\_\_\_\_  
Phone No.

Distribution: Original — Parent  
Copy 1 — Teacher  
Copy 2 — Counselor



Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities



Jefferson County Public Schools

Student Progress Toward Middle School Promotion and Transition to High School Standards  
**Yearly Summary Report**

School: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade (circle one): 6 7 8

**Requirements for Middle School Promotion and  
Transition to High School Standards by Grade Level**

**Sixth Grade**

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • Passed <b>two-thirds</b> of classes..... | <input type="checkbox"/> | <input type="checkbox"/> |
| • Passed <b>Language Arts</b> .....        | <input type="checkbox"/> | <input type="checkbox"/> |
| • Passed <b>Mathematics</b> .....          | <input type="checkbox"/> | <input type="checkbox"/> |
| • Completed <b>Writing Portfolio</b> ..... | <input type="checkbox"/> | <input type="checkbox"/> |

- Congratulations! You have **completed** the necessary standards and are being promoted to the seventh grade.  
 Attention! You have **not completed** the necessary standards to be promoted to the seventh grade.  
Contact your counselor in August at 485-\_\_\_\_\_ for additional information.

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

**Seventh Grade**

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • Passed <b>two-thirds</b> of classes..... | <input type="checkbox"/> | <input type="checkbox"/> |
| • Passed <b>Language Arts</b> .....        | <input type="checkbox"/> | <input type="checkbox"/> |
| • Passed <b>Mathematics</b> .....          | <input type="checkbox"/> | <input type="checkbox"/> |
| • Completed <b>Writing Portfolio</b> ..... | <input type="checkbox"/> | <input type="checkbox"/> |

- Congratulations! You have **completed** the necessary standards and are being promoted to the eighth grade.  
 Attention! You have **not completed** the necessary standards to be promoted to the eighth grade.  
Contact your counselor in August at 485-\_\_\_\_\_ for additional information.

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

**Eighth Grade**

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • Passed <b>two-thirds</b> of classes..... | <input type="checkbox"/> | <input type="checkbox"/> |
| • Passed <b>Language Arts</b> .....        | <input type="checkbox"/> | <input type="checkbox"/> |
| • Passed <b>Mathematics</b> .....          | <input type="checkbox"/> | <input type="checkbox"/> |
| • Completed <b>Writing Portfolio</b> ..... | <input type="checkbox"/> | <input type="checkbox"/> |

**Transition to High School Standards (For Eighth Grade Only):**

- Scored **Apprentice, Proficient, or Distinguished** level on each of the following state assessments:
- |  |                          |                          |
|--|--------------------------|--------------------------|
| • Seventh-grade <b>Reading Assessment*</b> .....     | <input type="checkbox"/> | <input type="checkbox"/> |
| • Seventh-grade <b>Mathematics Assessment*</b> ..... | <input type="checkbox"/> | <input type="checkbox"/> |

**Note:** While taken in the seventh grade, the results of these two state assessments are received and documented in the fall of the eighth-grade year and are used to determine minimum competency for transition from eighth to ninth grade.

- Congratulations! You have **completed** the necessary standards and are being promoted to the ninth grade.  
 Alert! You have **not completed** the necessary promotion and transition standards and are promoted to the ninth grade pending completion of additional requirements in the subject matter of \_\_\_\_\_.  
Contact your counselor in August at 485-\_\_\_\_\_ for additional information.  
 Attention! You have **not completed** the necessary standards to be promoted to the ninth grade. Contact your counselor in August at 485-\_\_\_\_\_.

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

\* If a student does not meet this middle school standard for transition to high school, the student must demonstrate competency through a school-designed intervention or a set of district-designed competency modules by the end of eighth grade.

# Middle School Grade Report

School Name

Address

Phone

Student Name

Address

Grade: 06

<counselor>

<team>

**Attendance:**

Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
2	0	0	0	3	2	0	0	1	0	0	1

**Grades:**

Course Name	Teacher Name	T1	T2	T3	T4	T5	T6	FINAL
Language Arts 6	Ms. Mizell							
	Academic Grade	A	A	B	C	A	B	B
	Conduct Grade	S	S	S	S	S	S	
Comment	T1: Doing excellent work! T3: Homework late, poor performance on tests							
Math 6	Mrs. Blandford							
	Academic Grade	A	A	A	A	A	A	A
	Conduct Grade	S	S	S	S	S	S	
Science 6	Mr. Cable							
	Academic Grade	B	B	B	C	B	B	B
	Conduct Grade	S	S	S	S	S	S	
Social Studies 6	Ms. Finney							
	Academic Grade	A	A	B	B	A	A	A
	Conduct Grade	S	S	S	S	S	S	
Band 1	Mrs. Smith							
	Academic Grade	A	A	A	A	A	A	A
	Conduct Grade	S	S	S	S	S	S	
Computer	Mr. Apple							
	Academic Grade	A	A					A
	Conduct Grade	S	S					
PE1	Mrs. Howard							
	Academic Grade			B	C			B
	Conduct Grade			S	S			
Health	Mr. Taylor							
	Academic Grade					A	B	A
	Conduct Grade					S	S	

Note: If you have questions about your child's individual grades, please contact the teacher listed above.

**Grade Point Average (GPA):**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	FINAL
3.83	3.83	3.33	2.83	3.83	3.5	3.60

**School Announcements:**

Have a great summer. See you in August

Parent's Signature: \_\_\_\_\_



Jefferson County Public Schools

## Middle School Progress Report & Report Card\*

\*To be used only with students in the Certificate Program

### Jefferson County Public Schools • Louisville, Kentucky

NAME: \_\_\_\_\_

STUDENT I.D. NO./SOCIAL SECURITY NO.: \_\_\_\_\_

GRADE: \_\_\_\_\_ HOMEROOM: \_\_\_\_\_ YEAR: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ TELEPHONE NO.: \_\_\_\_\_

TEAM/TEAM LEADER: \_\_\_\_\_

HOMEROOM TEACHER: \_\_\_\_\_

PRINCIPAL: \_\_\_\_\_

SCHOOL TELEPHONE NO.: \_\_\_\_\_

#### MESSAGE TO PARENTS

The philosophy of education in the Jefferson County Public School District is based upon the idea of continuous progress. Academic, physical, social, and emotional differences are provided for, and individual patterns of growth are recognized. Students are evaluated in terms of academic performance, behavior, and work and study habits in the program assigned.

The use of the reporting system is determined during the Admissions and Release Committee (ARC) process when your child's Individual Education Plan (IEP) is written. Marks on this card are given according to your child's level of functioning within each area indicated. The major areas addressed by this report are on your child's IEP. (Additional skill areas also may be included.)

#### ATTENDANCE RECORD

	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
Days Present						
Days Absent						
Times Tardy						

F201-3  
5690404-1692155



### Explanation of Marking Code

- A = Achieved:** The student has mastered the skill.
- RP = Rapid Progress:** The student is demonstrating rapid progress in this learning area. This is an observed strength.
- SP = Steady Progress:** The student is demonstrating steady progress in this learning area. Strength is usually observed.
- PH = Progressing with Help:** With assistance, the student is demonstrating progress in this learning area.
- LP = Little Progress:** With much assistance, the student is demonstrating little progress in this learning area.

### Parent-Teacher Conferences

Teachers are available for conferences by appointment.  
Parents/Guardians are invited to call the school counselor.

### PARENT/GUARDIAN SECTION

Please sign below to indicate you have reviewed this report.

1st \_\_\_\_\_

2nd \_\_\_\_\_

3rd \_\_\_\_\_

4th \_\_\_\_\_

5th \_\_\_\_\_

For more detailed information about goals, see the student's IEP.

# Middle School Progress Report & Report Card, continued

## Curriculum Areas

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

READING/WRITING	Grading Periods					
	1	2	3	4	5	6

MATHEMATICS	Grading Periods					
	1	2	3	4	5	6

PRACTICAL LIVING	Grading Periods					
	1	2	3	4	5	6

COMMUNICATION SKILLS	Grading Periods					
	1	2	3	4	5	6

Inside Pages of Report Card

## Curriculum Areas

### VOCATIONAL SKILL DEVELOPMENT

#### Grading Periods

	1	2	3	4	5	6

### SCIENCE

#### Grading Periods

	1	2	3	4	5	6

### SOCIAL STUDIES

#### Grading Periods

	1	2	3	4	5	6

### ARTS AND HUMANITIES

#### Grading Periods

	1	2	3	4	5	6

### COMMUNITY-BASED INSTRUCTION SKILLS

#### Grading Periods

	1	2	3	4	5	6

## REQUEST FOR EXEMPTION

### Student Progression, Promotion, and Grading Procedures

School: \_\_\_\_\_

Principal: \_\_\_\_\_

We request the following exemption(s) from the Student Progression, Promotion, and Grading Procedures.

Rationale:

We understand that we must notify all parents/guardians in writing of this change if the exemption is approved and must be willing to convert our unique grading system to JCPS District guidelines when necessary.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
SBDM/Participatory Management Chair's Signature

\_\_\_\_\_ Approved      \_\_\_\_\_  Approved

\_\_\_\_\_  
Superintendent/Designee

A waiver request must be granted by the Board of Education at a board meeting no later than three weeks prior to the first report card distribution of the school year.

**Return this form to the Assistant Superintendent, Districtwide Instructional Services—Middle School, at VanHoose Education Center.**

# Glossary

<b>Academic Expectations</b> . . .	The state’s Council on School Performance Standards developed 57 Academic Expectations that define what Kentucky’s youth should know and be able to demonstrate upon graduating from high school. KERA mandates that curriculum and assessment focus on student achievement of the outcomes.
<b>Advance Program</b> . . . . .	A program designed to provide instruction for academically talented students
<b>ARC</b> . . . . .	Admissions and Release Committee
<b>Assessment</b> . . . . .	The evaluation of progress and/or achievement made by an individual or group
<b>CCGs</b> . . . . .	<i>Core Content Guides</i>
<b>Comprehensive Program</b> ..	A program designed for all students with emphasis on instruction in basic communication and mathematics skills, fine arts, citizenship, and skills needed for daily living
<b>Continuous Progress</b> . . . . .	Never starting over but moving forward in individual or group achievement from wherever the individual or group left off
<b>CSIF</b> . . . . .	Comprehensive School Improvement Fund
<b>CSR Grant</b> . . . . .	Comprehensive School Reform Grant
<b>ECE</b> . . . . .	Exceptional Child Education (special education)
<b>ERIG</b> . . . . .	Early Reading Incentive Grant
<b>ESL</b> . . . . .	English as a Second Language
<b>ESS</b> . . . . .	Extended School Services
<b>IEP</b> . . . . .	Individual Education Program
<b>ILP</b> . . . . .	Individual Learning Plan
<b>IPDC</b> . . . . .	Intervention Protocol and Documentation System Form
<b>KCCT</b> . . . . .	Kentucky Core Content Test
<b>KDE</b> . . . . .	Kentucky Department of Education
<b>KELP</b> . . . . .	Kentucky Early Learning Profile
<b>KERA</b> . . . . .	Kentucky Education Reform Act: the 1990 legislation enacted to restructure schools in the commonwealth of Kentucky
<b>Multiability</b> . . . . .	More than one level of ability in a classroom
<b>Multiage</b> . . . . .	Several age groups mixed together for instructional purposes
<b>Performance Standards</b> . . . . .	Descriptions of how well students need to perform on content skills and knowledge to be considered proficient
<b>Response To Intervention</b> ..	A multi-tiered instructional and intervention framework designed to maximize student achievement, promote positive behaviors, and identify learning differences
<b>SBDM</b> . . . . .	School-Based Decision Making
<b>TLC</b> . . . . .	Tutoring Learning Center
<b>Transition Standards</b> . . . . .	(Apprentice level or higher) A level of performance expected of a middle school student on seventh-grade state assessments in reading, writing, and mathematics in order to move unconditionally from middle to high school, eighth to ninth grade
<b>Ungraded Primary</b> . . . . .	Kindergarten and grades one, two, and three have been eliminated by KERA. The ungraded Primary Program consists of students ages 5 through 9. JCPS refers to the ungraded primary as the Primary Program.
<b>VISI Record</b> . . . . .	Permanent student record
<b>Writing Portfolio</b> . . . . .	A collection of writings or other works that documents a student’s progress and/or achievements



[www.jcpsy.net](http://www.jcpsy.net)

Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

SPP&G Middle 11 6/11 14417 dw