

# Chicago Public Schools Policy Manual

**Title:** GRADE POINT AVERAGE POLICY  
**Section:** 605.13  
**Board Report:** 13-0828-PO6

**Date Adopted:** August 28, 2013

**Policy:**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Board adopt a Grade Point Average (GPA) Policy.

**PURPOSE:** The District utilizes both a standard GPA calculation system and also a weighted GPA calculation system. This policy will codify the methodology used to calculate a high school student's GPA under both the standard and weighted systems.

**POLICY TEXT:**

**I. Standard GPA Calculation.** The GPA is a measure of a student's performance across all credit-bearing courses taken by the student over a period of time factoring in the grade earned and the potential credit for each course taken. For the standard GPA calculation, a grade value is assigned to each letter grade earned by a student as follows:

<i>Standard Grade Values</i>	
Letter Grade	Grade Value
A	4
B	3
C	2
D	1
F	0

A student's standard GPA is obtained by dividing the total number of potential credits taken by the student into the total number of grade points earned as follows:

1. Identify the letter grade and potential credit for each course taken.
2. Identify the Grade Value for the grade earned using the Grade Values chart.
3. Calculate the 'grade points' earned for each course by multiplying the Grade Value x Potential Credit identified for the course.
4. Total all Potential Credits for all courses taken by the student.
5. Total all 'grade points' for all courses taken by the student.
6. Calculate GPA by dividing All Grade Points Earned/All Potential Credits for all courses taken

*Example of Standard GPA Calculation:*

Course Name	Letter Grade	Potential Credit	GPA Grade Value	Potential Credit x Grade Value ('Grade Points')
American Literature	A	0.50	4	2.0
United States History	B	0.50	3	1.5
Chemistry	C	0.50	2	1.0
Geometry	C	0.50	2	1.0
Spanish II	B	0.50	3	1.5
<b>Total</b>		<b>2.50</b>		<b>7.0</b>
<b>GPA</b>	<b>7.0/2.50 = 2.80 GPA</b>			

**II. Weighted GPA Calculation:** For the weighted GPA, the calculation occurs in the same manner as a described in section I above except that weighted grade values are assigned to each letter grade based on the applicable course level designation as follows:

<b>Weighted Grade Values</b>				
<b>Letter Grade</b>	<b>Course Level</b>			
	Significantly Modified	Regular	Honors	Advanced
A	2	4	5	6
B	2	3	4	5
C	1	2	3	4
D	1	1	1	1
F	0	0	0	0

Regular, Advanced and Honors course level designations are specified in the district’s high school course catalog issued by the Chief Executive Officer (“CEO”) or designee. Regular courses are standard classes and subject areas available to all students and include courses designated as non-level. Advanced courses include college level courses such as advanced placement courses and International Baccalaureate courses offered in the 11<sup>th</sup> and 12<sup>th</sup> grade, except when otherwise specified in the course catalog. Honors courses include International Baccalaureate courses offered at the 9<sup>th</sup> and 10<sup>th</sup> grade level, except when otherwise specified in the course catalog. Significantly Modified course designations are established on an individual student basis and are specified in a student’s Individualized Education Program (IEP). Any high school level course offered by a school must first be identified in the district’s high school course catalog by name, course number, potential credit and course level designation as established by the CEO or designee.

**Example of Weighted GPA Calculation**

<b>Course Name</b>	<b>Letter Grade</b>	<b>Potential Credit</b>	<b>Course Level</b>	<b>Weighted Grade Value</b>	<b>Weighted Grade Value x Potential Credit ('Grade Points')</b>
American Literature	A	0.50	<i>Advanced</i>	6	3.0
United States History	B	0.50	<i>Honors</i>	4	2.0
Chemistry	C	0.50	<i>Regular</i>	2	1.0
Geometry	C	0.50	<i>Regular</i>	2	1.0
Spanish II	B	0.50	<i>Regular</i>	3	1.5
<b>Total</b>		<b>2.50</b>			<b>8.5</b>
<b>Weighted GPA</b>					<b>8.5/2.5 = 3.4</b>

**III. Reporting of GPA.** GPAs are calculated and reported for each semester’s coursework as well as on a cumulative basis for all student coursework.

**IV. Duplicate Courses.**

A. Effect on GPA. In the event a student repeats the same course for any reason, the student’s GPA (both standard and weighted) will factor in only the highest grade earned for the duplicate course. For instance, if a student fails Geometry, the ‘F’ will be calculated into the student’s GPA until such time as the student retakes Geometry and earns a higher grade. All courses taken by a student and grades earned will appear on a student’s transcript. However, once the course is re-taken, the highest grade only is factored into the student’s GPA. Once a credit is earned for a course, a student may not earn additional credit for repeating the same course.

B. Effect on Graduation Honors. The effect of duplicate courses on any graduation honors or other honors offered by a high school is subject to principal discretion.

C. Availability. A student may repeat any course in which a grade of D or lower is received. A student may repeat a course in which s/he received a grade C or higher only upon approval of the principal or his/her designee. In such cases, approval may be limited due to available resources, course scheduling and sequencing and other factors specified in the high school course and credit guidelines issued by the CEO or designee.

**V. Elementary Students taking HS Courses for Credit.** Elementary Students who take a high school level course for credit as described in the Board's Policy on "Awarding High School Credit and Placement for High School Level Courses Taken by Elementary Grade Students" shall have such course, grade earned and credit appear on their high school transcript and included in their GPA calculation(s).

**VI. Transfer Credits.**

A. Use. Transfer credits and grades will be used in determining a student's GPA as specified in the high school course and credit guidelines.

B. Transfer Students. For students transferring to a Chicago Public School from a charter school or school outside the district, the student's transcripts will be evaluated by the enrolling school to identify and record the transfer credits, course grades and course level designations for purposes of establishing a GPA. For students transferring from a school located in a foreign country, the school shall record transfer credits, course grades and course level designations based on an evaluation of the transcript by the CEO's designee for foreign transcript review. The high school course and credit guidelines shall include transfer credit recording protocols that address transcript evaluation and course recording for students transferring from accredited or state-approved schools, home-schooled and other private school students and schools located in other countries. Schools shall comply with the high school course and credit guidelines when making transcript entries of credits, grades and equivalent course numbers and course designations for transfer students.

C. Outside Courses. Credits and grades earned by CPS students who take approved courses for high school credit at colleges, universities or online courses (in accordance with applicable Board policies) will be used in determining a student's GPA as specified in the high school course and credit guidelines.

**VII. Affected Students.** GPAs will be recalculated using the methodology described in this Policy for active students enrolled in a Chicago Public High School during the 2013-2014 school year. GPAs will not be recalculated for students who graduated from a Chicago Public High School on or before August 25, 2013 or for students who previously left CPS before graduating that do not re-enroll in a Chicago Public High School during the 2013-2014 school year or thereafter. For high school students who left a Chicago Public High School before graduating and prior to the 2013-2014 school year, who re-enroll during the 2013-2014 school year or thereafter, their GPA will be recalculated using the methodology described in this Policy.

**VIII. Effective Date.** This policy shall be effective on September 1, 2013.

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**Amends/Rescinds:**

**Cross References:** 18-0627-RS1 [Resolution Approving a Competency-Based Education Pilot Program in Eleven High Schools and Related Policy Modifications] is attached to the Policy

**Legal References:** 105 ILCS 5/27-22.10; 23 Illinois Administrative Code 1.440

June 27, 2018

**RESOLUTION APPROVING  
A COMPETENCY-BASED EDUCATION PILOT PROGRAM IN ELEVEN HIGH SCHOOLS AND  
RELATED BOARD POLICY MODIFICATIONS**

**WHEREAS**, the Illinois State Board of Education (ISBE) has established a Competency-Based Education (CBE) pilot initiative for up to twelve selected Illinois school districts to create CBE programs in accordance with the Illinois Postsecondary and Workforce Readiness Act, P.A. 99-0674;

**WHEREAS** under the CBE pilot program, ISBE authorizes removal of the seat-time requirement to earn high school course credit and instead a student earns course credit based on an assessment of their mastery of the requisite academic competencies and adaptive competencies (e.g. problem-solving, persistence, social-emotional awareness) acquired both inside and outside of the classroom;

**WHEREAS**, under the CBE pilot program, each CPS participating high school will implement a course credit system that awards participating students a Course Competency Score (1=Emerging, 2=Developing, 3=Proficient; 4=Excelling) rather than a traditional letter grade (A,B,C,D, or F);

**WHEREAS** under the CBE pilot program, a student advances and receives course credit once s/he demonstrates sufficient mastery of all identified course competencies (a score of 3 or 4) or instead receives more time and personalized instruction (a score 1 or 2) until mastery is demonstrated;

**WHEREAS**, ISBE has selected the following eleven CPS high schools to participate in the 5-year CBE pilot program, which list may expand in the event ISBE authorizes additional CPS participating schools:

<b>Participating Schools</b>	<b>Initial Participating Students</b>	<b>Pilot Period</b>	<b>Scope of Initial Implementation</b>
1. Gwendolyn Brooks College Preparatory Academy H.S.	Grades 7-12	SY2018-19 – SY2022-23	Math and Academic Center High School Courses
2. Southside Occupational Academy H.S	Ages 16-21	SY2018-19 – SY2022-23	All courses school-wide
3. Consuela B. York Alternative H.S.	Ages 18-21 selected cohort	SY2018-19 – SY2022-23	All courses provided to student cohort
4. Benito Juarez Community Academy H.S.	Grades 9-12	SY2018-19 – SY2022-23	All courses school-wide
5. Walter Payton College Preparatory H.S.	Grades 9-12	SY2018-19 – SY2022-23	All courses school-wide
6. Robert Lindblom Math & Science Academy H.S	Grades 7-12	SY2018-19 – SY2022-23	Math and CTE courses
7. Back of the Yards H.S.	Grades 9-12	SY2019-20 – SY2022-23	Math and CTE courses
8. Marie Sklodowska Curie Metropolitan H.S.	Grades 9-12	SY2019-20 – SY2022-23	World Language courses
9. Disney II Magnet H.S.	Grade 9 selected cohort	SY2019-20 – SY2022-23	All courses provided to student cohort
10. Northside College Preparatory H.S.	Grade 9 opt-in cohort	SY2019-20 – SY2022-23	All courses provided to student cohort
11. Phoenix Military Academy H.S.	Grades 9-12 opt-in cohort	SY2019-20 – SY2022-23	All courses provided to student cohort

**WHEREAS**, the CPS Participating Schools will work with the initial target students, grade levels and courses and in subsequent years will scaffold CBE to gradually expand the integration by grade, subject or theme or otherwise expand beyond the cohort;

**WHEREAS**, the CPS CBE pilot program shall: (A) ensure participating students: (1) demonstrate mastery of all required competencies to earn credit, (2) demonstrate mastery of both adaptive and academic competencies, (3) advance once they have demonstrated mastery, and until such time shall receive more time and personalized instruction, (4) have the ability to attain advanced postsecondary education and career-related competencies, (5) are assessed using multiple measures, (6) are able to earn credit toward graduation requirements in ways other than traditional coursework, and (B) establish how core academic competencies can be mastered through integrated courses or CTE courses, (C) implement a system for collecting and assessing student progress on competency completion and attainment, including outside of the classroom settings, and (D) plan for educator and administrator professional development (collectively the Pilot Requirements”); and

**WHEREAS**, it is necessary for the Board to authorize modifications to a number of Board Policies and also to request School Code waivers/modifications in order for Participating Schools to effectively implement CBE programs in accordance with the requirements, standards and obligations established by ISBE for the CBE pilot program.

**NOW, THEREFORE, BE IT RESOLVED BY THE CHICAGO BOARD OF EDUCATION:**

1. The Chief Education Officer or designee is authorized to establish the operating standards, guidelines and requirements that will govern the implementation of the CBE pilot program at each Participating School (the “CBE Pilot Manual”). The CBE Pilot Manual shall identify course competency standards, skills and requirements that integrate academic, career and adaptive competencies; evaluation and observational tools and related student scoring that implement the CBL model; student extended learning opportunities, conditions and requirements; data collection and evaluation requirements for the pilot, parent information, school profile page to incorporate CBE course of student, International Baccalaureate standards alignment, CBE equivalency to no-pass, no play standards to determine sports eligibility, and such other information as necessary to ensure the effective implementation of the CBE pilot program at CPS.
2. The Board authorizes modifications to the following Board Policies at Participating Schools for the duration of the CPS CBE Pilot Program in order for students to participate in CBE programming which modifications shall be further detailed in the CBE Pilot Manual:

<b>Policy No.</b>	<b>Policy Name</b>	<b>Policy Modifications</b>
605.3	Minimum High School Graduation Requirements	<ol style="list-style-type: none"> <li>1. waive the requirement for course credit to be awarded in Carnegie Units based on seat time and letter grades and instead award course credit upon demonstrating mastery of course competencies based on learning both inside and outside the classroom;</li> <li>2. authorize a student to be assessed for mastery of competencies and earn credit without having taken a course or, if enrolled in a course, to be assessed at any time during the course; and</li> <li>3. authorize students to participate in independent study or extended learning which will be considered when a student’s course competencies are assessed.</li> </ol>
605.13	Grade Point Average Policy	<ol style="list-style-type: none"> <li>1. establish CBE equivalencies to letter grades in order to calculate a student’s GPA using competency scores.</li> </ol>

<b>Policy No.</b>	<b>Policy Name</b>	<b>Policy Modifications</b>
605.1	High School Promotion Policy	<ol style="list-style-type: none"> <li>1. waive the Carnegie Unit of credit 120 hours = 1 credit and 60 hours = ½ credit and instead award credit based on a determination of student proficiency and mastery of competencies regardless of the number of classroom hours completed;</li> <li>2. modify provision regarding Assessment of Student work to include out-of-school learning such as university lab work, workshops or courses, hands-on practicums, etc.;</li> <li>3. modify provision regarding parental notification of failing grade to occur based on determination that a student is not progressing at an appropriate pace and when a personal learning plan is warranted.</li> <li>4. authorize determination of course proficiency and mastery of competencies in the manner set out in the CBE Pilot Manual;</li> <li>5. eliminate cap on the number of credits that can be earned by a student during summer school; and</li> <li>6. authorize a student to be assessed for mastery of competencies and earn credit without having taken a course or, if enrolled in a course, to be assessed at any time during the course.</li> </ol>
605.9	Physical Education Policy	<ol style="list-style-type: none"> <li>1. authorize a student to be assessed for mastery of competencies and earn credit without having taken a course or, if enrolled in a course, to be assessed at any time during the course.</li> </ol>
605.6	No Pass No Play Policy	<ol style="list-style-type: none"> <li>1. establish CBE equivalencies to passing letter grades in order to determine whether student athlete is eligible for sports team participation.</li> </ol>

3. The Chief Education Officer or designee is further authorized to: (A) establish a modified transcript for students participating in the CBE Pilot Program that captures both student learning and adaptive competencies, competency scores and tabulates student GPA to ensure students can apply for scholarships and provide other information normally expected by postsecondary institutions for admission and financial aid; (B) establish grading/marking periods and report card system for Participating Schools that aligns with the CBE model, (C) establish guidelines and protocols for high school course programming that aligns with the CBE model, (D) establish partnerships with Universities for CBE dual credit offerings, and (E) issue reports regarding the CPS CBE pilot program to ISBE as required.

4. Nothing herein shall authorize modifications to any of the following District requirements whether found Board policy, rules or guidelines: (a) the number and type of courses and credits required for graduation, (b) school-year calendar, (c) student compulsory attendance requirements, (d) state or District-mandated student testing, (e) CPS course catalog, (f) academic and other supports provided to students with disabilities and English learners.

5. Staff at Participating Schools shall comply with the terms of this Resolution and the CBE Pilot Manual when implementing the CBE Pilot program at their school.

6. ISBE has established a process for school districts participating in the CBE pilot to request waivers or modifications of Illinois School Code requirements to implement their CBE pilot program and the Board President and Chief Executive Officer are hereby authorized to sign and submit such requests to ISBE for the CBE pilot program at CPS.