

# Chicago Public Schools Policy Manual

**Title:** HIGH SCHOOL PROMOTION

**Section:** 605.1

**Board Report:** 18-0627-PO1

**Date Adopted:** June 27, 2018

**Policy:**

## THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education adopt the amended policy on high school promotion.

## POLICY TEXT:

### Introduction

The Chicago Board of Education believes that promotion from one grade in high school to the next must indicate that students have passed a series of academically challenging courses in the core subject disciplines of English, Mathematics, Science, and Social Sciences, as well as courses in other areas such as world languages, fine arts, physical education, and career education that are aligned with the Illinois Learning Standards. Students who successfully earn course credits should display their understanding of and competency in course subject matter through both standardized exams and appropriate assignments and assessments developed by teachers. This promotion policy requires that the city's high school students demonstrate genuine academic achievement and a commitment to learning in order to make progress toward earning their high school diplomas.

### I. Definitions

- A. For purposes of this policy, a "unit of credit" is 120 hours of classroom instruction, unless otherwise approved by the Chief Education Officer. A half unit of credit, which is 60 hours of classroom instruction, represents the credit that students can earn for successfully completing one semester of class work in a particular course.
- B. For purposes of this policy, a "core course" is any course in one of the core subject disciplines of English, Mathematics, Science and Social Sciences.
- C. A passing grade for purposes of this policy means at least a "D" average for the semester in a course.

### II. Promotion Requirements

The following guidelines regarding promotion shall apply for ninth, tenth and eleventh grade students:

#### A. Ninth Grade Promotion

To be promoted from ninth to tenth grade in a CPS high school, students must pass at least three of their core subject courses during both semesters and must have successfully completed **a minimum of 5.0 units of credit.**

#### B. Tenth Grade Promotion

To be promoted from tenth to eleventh grade in a CPS high school, students must pass at least three of their core subject courses during both semesters and must have successfully completed **a minimum of 11 units of credit.**

**C. Eleventh Grade Promotion**

To be promoted from eleventh to twelfth grade in a CPS high school, students must have successfully completed **a minimum of 17 units of credit** and have taken the state-mandated college and career ready determination exam, unless otherwise excused by State law.

**D. Service Learning**

All students must complete (2) Service Learning projects prior to graduation in the following way:

1. Successful completion of a service project in the required Civics or AP U.S. Government course; and
2. Successful completion of a service project either independently or in conjunction with a course offering during 9th or 10th grade.

**III. Assessment of Student Work**

The Chicago Board of Education believes that student work must be regularly and systematically assessed with methods that both challenge students and provide an accurate evaluation of students' success in learning course subject matter. Teachers shall regularly use a variety of criteria in assessing students' work, e.g., objective and essay tests, student portfolios, oral presentations, research assignments, homework and classwork. These assessment criteria should be appropriate to the course content and should provide students with a variety of means by which they can demonstrate their mastery of the material covered in a class.

One important method of assessing student success in learning course subject matter is final end-of-semester examinations. It is recommended as an educationally beneficial practice that final end-of-the-semester examinations for students taking the same course at a school be developed collaboratively by the course teachers working under the auspices of the department chair. Results on final end-of-semester examinations shall constitute at least 10% of students' final semester grade.

**IV. Bilingual/English Language Learners**

**A. First and Second Year Transitional Bilingual Education Program/Transitional Program of Study Students**

Students in their First and Second year in a Transitional Bilingual Education Program/Transitional Program of Instruction must complete the required promotion criteria in their home language, while completing the required English as a Second Language curriculum.

**B. Third Year English Language Learners**

Third year English Language Learners shall complete the same number of credits as those required of the general program students. Since these students are in transition, their classes may be in English, Sheltered English or their home language.

**V. World Language Accommodations for Immigrant Students**

Students who have completed high school level courses in a foreign country, must have their transcripts evaluated by CPS in order to determine appropriate placement and determine which promotional criteria they have already satisfied prior to enrolling in CPS, including World language credit for academic work completed in another country.

- A. **Immigrant students transferring to Chicago Public High Schools** from other countries who completed core subjects in a language other than English or have completed foreign language classes outside the United States will be granted World Language credits required for High School graduation.
- B. **Immigrant student transferring to Chicago Public Elementary Schools** from other countries who completed core subjects in a language other than English or have completed foreign language classes outside the United States will have their World Language credits required for High School graduation waived.

**VI. Students With Disabilities**

Students with disabilities are expected to master the general curriculum to the maximum extent appropriate with the use of supplementary aides and services. The Individualized Education Program (“IEP”) Team determines whether a student with disabilities is expected to meet the Chicago Public Schools promotion criteria or another criteria, which must be documented in the student’s IEP.

**VII. Parental Notification**

Beginning with the first day of the school year and prior to October 31st of each school year, principals must notify parents in writing or electronically of the promotion policy of the Chicago Public Schools. Copies of the policy will be made available to schools for distribution. At the end of the fifth week, fifteenth week, twenty-fifth week, and thirty-fifth weeks, parents must be notified in writing or electronically if their child(ren) is receiving a failing grade in any class. Schools shall mail the failure notifications to parents at the last address given as the family residence. Copies of failure notifications must be maintained at the schools.

**VIII. Exemptions**

Requests for exemptions to this policy must be made by the principal to the Chief Education Officer. Decisions on exemption requests shall be made on a case-by-case basis with the Chief Education Officer or designee taking into consideration such factors as:

- A. Health issues regarding the student;
- B. Issues related to a student’s family;
- C. A student’s prior academic history and effort; and
- D. Other extenuating circumstances.

A decision to retain a student may be appealed by a parent/guardian to the Network Chief Officer.

**IX. Summer School Credit**

Students may receive a maximum of two units of credit during the summer session.

**Amends/Rescinds:** Amends 04-0128-PO1

**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:** 01-1024-PO2; 98-0923-PO1; 97-0827-PO1; 96-0828-PO3; 95-0222-RS3

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.