

DRAFT

WITHDRAWN

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01-0926-PO2

AMENDED POLICY ON HIGH SCHOOL PROMOTION

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 indicates 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. 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. The Chicago Board of Education also recognizes that students must attend classes in order to achieve their highest levels of learning. Therefore, students who fail or refuse to attend their classes may not receive the course credits necessary for promotion into the next high school grade. 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 towards earning their high school diplomas.

I. Definitions

- A. For purposes of this policy, a "unit of credit" is 120 hours of classroom instruction. 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. Chicago Academic Standards Exams ("CASE") are systemwide examinations at the end of a semester in the following courses: English I & II, Algebra, Geometry, Biology, Chemistry, Physics, Environmental Science, Earth Science, World Studies and United States History.

II. Promotion Requirements

A. General Academic Requirements

The following promotion requirements apply to all high school students in grades nine through twelve:

1. Passing Core Subject Courses

In the Chicago Public Schools high schools, all students must take courses in the core subject areas of English, Mathematics, Science, and Social Science. Students must pass their courses in three of the four core subject areas during both semesters in order to gain promotion to the next grade in high school.

2. Credits Needed to Gain Promotion

- 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 four courses in core subject areas during both semesters and successfully complete **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 four courses in core subject areas during both semesters and successfully complete **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 pass at least three of their four courses in core subject areas during both semesters and successfully complete **a minimum of 17 units of credit.**

B. Class Attendance

Students must attend their classes in order to learn and retain course subject matter. Therefore, students' success in earning credits towards promotion shall be determined by attendance in class as well as by performance on academic assignments. Students with excessive unexcused absences from their classes shall be penalized as follows:

1. Students who have unexcused absences in **10%** of the classes in a particular course during the period for which a unit of credit is earned shall earn no grade higher than a B.
2. Students who have unexcused absences in **15%** of the classes in a particular course during the period for which a unit of credit is earned shall earn no grade higher than a C.
3. Students who have unexcused absences in **20% or more** of the classes in a particular course during the period for which a unit of credit is earned **shall not pass the course and shall receive no credit towards promotion.**

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 provide students with a variety of means by which they can demonstrate their mastery of the material covered in a class.

The CASE examinations provide one means of assessing student learning in some core subject area courses throughout the Chicago Public Schools system. In courses that give CASE examinations, results on these tests shall be used in combination with other appropriate assessment methods to evaluate student academic performance for promotion. Students who fail a CASE examination shall have their final semester evaluation in the course **reduced by one letter grade.** For example, a student with a "B" in English who failed the CASE examination shall have his or her grade reduced to a "C."

In classes where CASE tests are not given, teachers shall give final end-of-the-semester examinations that test students on course material covered during the semester. Students who fail a final examination shall have their final semester evaluation in the course reduced by one letter grade. For example, a student with a "B" in a world languages class who failed the final semester examination shall have his or her grade reduced to a "C."

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. These students who are in transition therefore, their classes may be in English, Sheltered English or their home language.

V. 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.

VI. Parental Notification

Beginning with the first day of the school year and prior to October 1st of each school year, principals must notify parents in writing 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 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.

VII. 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:

- (1) health issues regarding the student;
- (2) issues related to a student's family;
- (3) homelessness;

- (4) a student's prior academic history and effort; and,
- (5) other extenuating circumstances.

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

VIII. Summer School Credit

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

Approved for Consideration:

Respectfully submitted,

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Chief Executive Officer

Approved as to Legal Form:

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