

## Grading Process, Procedure, and Protocol in accordance with all KCPS Administrative Policies

Per (KCPS) Kansas City Public School's Administrative Policies identified below, these are the Processes, Procedures, and Protocols for grading and grading issues. Multiple sections of the policy are addressed by this Grading P&P. Details may be found in the District Administrative Policy located on the Kansas City Public School webpage, [www.kcpublicschools.org](http://www.kcpublicschools.org).

The sections of the Administrative Policy that apply to the Grading P&P include, but are not limited to:

- EXTENDED INSTRUCTIONAL PROGRAMS, Section IGC, Adopted 02/02/2012
  - STUDENT DISCIPLINE, Section JG-R, Adopted 06/22/2011
  - PROGRAMS FOR ENGLISH LANGUAGE LEARNERS, Section IGBH, Adopted 06/22/2011
  - GRADUATION EXERCISES, Section IKFB, Adopted 06/22/2011
  - ASSESSMENT PROGRAM, Section IL, Adopted 06/22/2011
  - PROGRAMS FOR HOMELESS STUDENTS, Section IGBCA, Adopted 06/22/2011 Updated 01/25/2012
  - PROGRAMS FOR TALENTED AND GIFTED STUDENTS, Section IGBB, Adopted 06/22/2011
  - PROGRAMS FOR STUDENTS WITH DISABILITIES, Section IGBA, Adopted 07/01/2011
  - STAFF CONDUCT, Section GBCB, Adopted 07/01/2011
  - ASSIGNMENT OF STUDENTS TO GRADE LEVELS/CLASSES, Section JECC, Adopted 07/01/2011
  - CAREER AND TECHNICAL EDUCATION, Section IGAD, Adopted 07/01/2011
  - SIGNATURE SCHOOLS, Section IGBJA, Adopted 07/01/2011
  - STUDENT GUIDANCE AND COUNSELING, Section JHD, Adopted 07/01/2011
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All grades will be maintained in the KCPS District approved grade book. Teachers will update grades weekly. Currently the approved grade book is a segment of the Tyler Student Information System. (Tyler SIS).

Parents/Guardians will be able to view student's OFFICIAL grades via access to the **Parent Portal**. **A link to this location can be found on the District Webpage.** Parents/Guardians may request an account on the Parent Portal by contacting the school office to complete the form required for account setup.

Teachers will follow the board approved translation table for all academic grades. All KCPS academic grading processes and procedures, as defined in all district approved documents, must be followed. This includes items such as:

- Academic Integrity
- Grading Procedures
- Grading Guidelines
- Grade Reporting
- Transfer Students
- Promotion/Regression/Retention
- Grade Point Average
- Graduation Requirements
- Honor Roll
- Alternative Instruction Delivery Methods
- Specialized Programs
- Annual Review

These items will be coordinated with all guidelines such as: Board of Education policies, DESE regulations, local, state and federal laws.

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# **1. Academic Integrity**

Kansas City Public Schools endeavors to prepare students for an honest interaction with learning and with each other. Students should commit themselves to act honestly, responsibly with honor and integrity in all areas of their academic life. Students will be held accountable for everything they say and write and are responsible for the integrity of their work. Acts of Academic Dishonesty will result in a zero on the assignment, teacher-parent contact, and appropriate disciplinary consequences as outlined by the Code of Student Conduct (see pages 49 and 51). The following list of actions can result in disciplinary actions by a teacher, a school, and/or district. Some offenses can be criminal and therefore, prosecutable under local, state, and federal laws.

Academic Dishonesty includes, but is not limited to:

- Plagiarism: The act of claiming another writer's work as being original. This encompasses omitting quotation marks for directly quoted material, omitting bibliographic references, and /or paraphrasing an author without giving credit to that author.
- Cheating: The act of copying from or allowing another student to copy from a test, homework, or other course work which is not intended to be collaborative in nature. Cheating includes using, supplying or communicating in any unauthorized way during an exam or project.
- Forgery/Theft: Obtaining unauthorized access to exams; altering grade-book records or forging signatures for any purpose.

The determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the teacher or other supervising employees.

## **2. Grading Procedures**

**General Comments:** Teachers should use a balanced approach in evaluating student mastery of the standards and in determining student grades. Academic grades reflect what the student knows and is able to do. Academic grades are based on standards and must include a minimum number of components from each of the following categories:

- Student engagement
- Student progress
- Student mastery

**Benchmark and Summative Assessment:** Components may include but are not limited to:

- Class Assignments
- Class Discussions/Participation
- Class Presentations
- Group work
- Homework
- Journals/Logs/Notebooks
- Projects- labs- CTE shop activities
- Quizzes
- Tests

**Grading Methods:** Grades taken on assignments, tests, and/or projects listed above shall be recorded to reflect students' mastery of the curriculum. Grades shall be calculated on assignments, tests and/or projects in one of the following methods:

- **Elementary Non-Montessori K-1**

Each assignment will be graded on a 5 point system. If you see the following score it means:

- 5 - I can show others how to do this
- 4 - I can do this all by myself (Student can perform the skill independently.)
- 3 - I need more practice (Student can perform the skill but needs more practice to be independent.)
- 2 - I need help (Student cannot perform the skill without assistance.)
- 1 - Not yet introduced

- **Elementary Non-Montessori 2-6**

- Grading scale:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = Failing (Below 60)
- NG - No Grade
- Rounding from .5 up**

- **Montessori Elementary Pre K-6**

- Montessori Level

Since Montessori grade cards do not use assignments to calculate a final letter grade, and they are required to enter assignments in their grade books, the following suggestion is recommended to help that teacher enter assignments.

Each assignment will be graded on a 5 point system. If you see the following score it means:

- 5 - I can show others how to do this
- 4 - I can do this all by myself
- 3 - I need more practice
- 2 - I need help
- 1 - Not active or exempt

- **Middle School and High School**

- Competencies/Mastery learning/Pass or Fail Grading/Career Technical Education
  - Actual numerical grade earned for the nine weeks
  - 100% is the highest grade that can be recorded.
  - The lowest passing grade is 60%.
  - Grading scale:
    - A = 90-100
    - B = 80-89
    - C = 70-79
    - D = 60-69
    - F = Failing (Below 60)
    - NG = No Grade
- Rounding from .5 up**

**Grading Considerations:** Include the following items:

- One component or grade may not count for more than 20 percent of the total academic grade
- Attendance should not count toward participation points
- Academic grades will not be reduced as punishment for misconduct
- State/District assessment system, may be included at the secondary level as part of the course grade, provided the scores arrive at our schools during the district's established grade-reporting window

### 3. Grading Guidelines

**Minimum Number of Grades:** For each nine-week report card period, the minimum number of grades to be used in calculating the nine-week average for each core subject and/or course is as follows:

- Grades K-6: A minimum of 5 grades per week total from core courses.  
K-6 Elementary Art, Music, and PE/Health, Computers: A minimum of 3 grades per grading period.
- Grades 7-12: A minimum of 12 grades per subject with three being major test or project grades.  
At least 8 grades (with a minimum of 2 of the 8 being major test or project grades) must be recorded and reported by the 6th week progress report and eligibility progress period each nine weeks.

*“All grades will be maintained in the KCPS District approved grade book. Teachers will update grades weekly and follow the board approved translation table for all academic grades. All KCPS academic grading processes and procedures, as defined in all district approved documents, must be followed. Currently the approved grade book is a segment of the Tyler Student Information System. (Currently, the Tyler SISk12 gradebook is a teacher’s OFFICIAL gradebook at the end of each year; the gradebook is archived with the other student data and is preserved electronically, (along with all the other student information collected for the year). These items will be coordinated with all guidelines, such as: Board of Education policies, DESE regulations, local, state and federal laws. Posted grades for the report cards and progress reports should reflect the calculated grade in the official Tyler grade book.*

#### Elementary (2<sup>nd</sup> – 6<sup>th</sup> Grades)

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	Any assignment/activity completed by the student in the classroom (excludes assessments).	40%
Homework	As an extension of classroom learning, any assignments that may be given to students to be performed outside of the classroom and brought back to the teacher at a later date.	10%
Assessments	Includes all written benchmark and summative assessments given to students to be performed on an individualized bases.	50%

#### Elementary K-6 (Computer, Physical Education, Fine Arts, Music)

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	Any assignment/activity completed by the student in the classroom (excludes assessments).	50%
Assessments	Includes all written benchmark and summative assessments given to students to be performed on an individualized bases.	40%
Homework	As an extension of classroom learning, any assignments that may be given to students to be performed outside of the classroom, as part or as a whole assignment, and brought back to the teacher at a later date.	10%

**Middle School & High School**

**ELA**

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Classwork</b>	<b>Any assignment/activity completed by the student in the classroom (excludes assessments).</b>	<b>40%</b>
<b>Homework</b>	<b>As an extension of classroom learning, any assignments that may be given to students to be performed outside of the classroom and brought back to the teacher at a later date.</b>	<b>10%</b>
<b>Assessments</b>	<b>Includes all written benchmark and summative assessments given to students to be performed on an individualized bases.</b>	<b>50%</b>

**SCIENCE**

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Classwork</b>	<b>Any assignment/activity completed by the student in the classroom (excludes assessments).</b>	<b>40%</b>
<b>Homework</b>	<b>Any assignments given to student to be performed outside of the classroom, as part or as a whole assignment, and brought back to the teacher at a later date</b>	<b>10%</b>
<b>Assessments</b>	<b>Includes all written benchmark and summative assessments given to students to be performed on an individualized bases.</b>	<b>50%</b>

## MATH

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	Do Now problems, assignments in Math XL, MyMath Lab or Study Island, Suggested Tasks from Illustrative Mathematics, class projects, class participation	40%
Homework	Any work assigned as extension or review for daily lesson intended to deepen conceptual understanding and procedural fluency	10%
Assessments	Common quizzes available in Achievements Series (2 quizzes per quarter) Quarterly assessments Achievement Series (Multiple Choice Items and performance tasks)	50%

## Social Studies

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	Daily participation and assignments in class, including: <ul style="list-style-type: none"> <li>In class assignments, bell ringers, writing, worksheets, projects, vocabulary, lecture notes</li> </ul>	40%
Homework	Daily extension of classroom learning, including: <ul style="list-style-type: none"> <li>Any work given outside of the classroom to be brought back to the classroom.</li> </ul>	10%
Assessments	Benchmark and summative assessments, including: <ul style="list-style-type: none"> <li>All district common assessments and teacher created assessments created for a grade.</li> </ul>	50%

## Fine Arts (Secondary - 6-12 Visual Arts, Music, Theatre, Dance)

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	Daily participation and assignments in class, including: Class Assignments, Class Discussions, Class Presentations, Group Work, Demonstrations, Homework	55%
Assessments	Benchmark assessments are not recorded as a grade. Assessments will include benchmark and summative assessments to learning targets. ( <i>Journals, Portfolios, presentations, performances, quizzes, logs, tests, projects, exhibitions.</i> )	45%

### **Extra Credit –Max percent as part of term grade**

Teachers may offer extra credit when they deem appropriate. However, no student's quarterly, semester, or cumulative grade shall be increased more than 1% due to extra credit. Furthermore, students who have more than three zeros on assignments will not be able to participate in extra credit activities. Due dates for extra credit will be at the discretion of the teacher.

### **Make-up work – (Attendance Policy coordination)**

- Make-up work will be provided for all absences, including suspensions, as described below. Grades on make-up work will not be reduced unless the make-up work is turned in late.
- Teachers have one full business day to provide make-up work.
- Elementary students will have their make-up work arranged and assigned by the teacher. After assignment of the schoolwork, the student will be given 48 hours to complete and turn in the make-up work.
- At the secondary level it is the student's and/or parent's/guardian's responsibility to request within 24 hours upon return to school all make-up work from the appropriate teacher(s) for assignments missed due to absences and suspensions, and to obtain approval of the assigned make-up work from the building principal.
- After assignment of make-up work, the student will be given 24 hours for each day absent to complete the make-up work.
- The parent/guardian may request the School Attendance Committee to review a decision made pursuant to this section. The School Attendance Committee's decision is final.

### **Late work**

Late work is defined as any work completed and turned in after a designated due date. Work becomes late when an absence is unexcused, for truancy, or when a student turns in assignments after the equal number of days allowed for excused absences. Late work will be accepted up to the day prior to the last day of the grading period.

- Penalties for late work will be as follows:
- PK-1: No penalties for late work
- Grades 2-12
  - Students will receive a grade equal to AT LEAST 50% of the grade the student would have originally earned if the assignment was turned in on the actual due date.

Make-up tests should be administered and supervised by the teacher. Teachers do have the discretion to allow students to complete a make-up test during class time. Students shall receive a zero for tests not made up within ten school days.

### **Grade Penalties**

Grade Changes - The classroom teacher shall be responsible for assigning grades to students, along with the obligation to participate in any review of the grades by the Building Administrator and Superintendent. However, a classroom teacher shall not be required to revise a grade without a written directive from the Superintendent or his or her designated central office instructional administrator.

## **4. Grade Reporting**

### **Grade Reporting**

Parents/guardians are to be informed regularly at mid-quarter (progress report) and quarter grading periods (report card) about the progress their children are making in school. Further, parents/guardians of high school students will be notified as to the progress their children are making towards graduation. The online Parent/Student portal will reflect the actual assignment and calculated grades for each student as the grades are entered into the gradebook.

## 5. Transfer Students

- Accredited/Approved School Transfers

To determine a period grade, the grades of students who transfer into Kansas City Public Schools from an accredited/approved school will be averaged with grades earned for similar courses.

Students entering Kansas City Public Schools with quarter and final grades from an accredited/approved school will receive the grades as earned from the other school system. Kansas City Public Schools system personnel cannot change grades or official transcripts previously earned at other accredited/approved schools or school systems.

Any student who transfers into KCPS with grades for courses that are not currently offered in KCPS will be enrolled in the course that most closely resembles the curriculum scope of an offered course in the building he/she enrolls. Questions about transfer students' schedules will be referred to the Director of Counseling and the Department of School Leadership.

Under the direction of the Director of Counseling and the Department of School Leadership, schools will update the records of each student who enters the school system without quarter grades as best they can with the available information. It will be the responsibility of the school to search for the information. After a thorough search, if no information can be located, the final grade will be computed with the grades available.

In the case where non-verified grade level is the issue, student placement will be based on the NWEA assessment provided by the KCPS district prior to grade level placement.

Students who transfer into Kansas City Public Schools providing alpha only grades will be converted to the following numeric scale: A=95; B=85; C=75; D=65; F=55

Approval may be Missouri DESE or other nationally recognized education certification, such as NCATE or another state DESE.

- Student Transfers Who Have Not Been In Schools:

**Elementary:**

- If a student has not attended any school during the majority of any quarter (enters a KCPS school on or after the first day of the midterm date of any quarter, the student will not be able to receive a grade for that quarter. The teacher will select NG (No Grade) from the pull down menu for that quarter.

**Middle and High School:**

- If a student has not attended any school during the majority of any quarter (enters a KCPS school on or after the first day of the midterm date of any quarter, the student will not be able to receive a grade for that quarter. The teacher will select NG (No Grade) from the pull down menu for that quarter.
- If a student has not attended any school during the majority of any semester (enters a KCPS school on or after the first day of second quarter or on or after the first day of the fourth quarter, the student will not be able to receive credit for that semester. During the semester grading period, teachers should select "NG (No Grade) from the pull down menu.
  - Students can be enrolled in Credit Recovery Lab at the high school (if available) to attain credit in sequential courses in GradPoint.
    - Students must log 30 or more hours in each sequential course
    - A Teacher of Record should be assigned for each sequential course to validate the work completed and grades earned.
  - A report to Child Services should be made to report Educational Neglect.
  - This policy does not apply to New American students.

- Non-Accredited or Unapproved School Transfers

Students who transfer into Kansas City Public Schools from non-accredited or unapproved schools will not be immediately granted credit. Credits will be awarded after review of all reported courses as well as any available achievement data or other performance data. Additionally, this process may include the administration of a formal or informal assessment if records are inadequate.

**International Transfers:** The schools with the assistance from the Department of Language Services or outside translation agencies (example: JVS) must review all international transcripts in order to evaluate the international student records to determine the appropriate grade level and the awarding of high school credit. Schools can also utilize the following website to convert grades/credits from foreign countries: <http://www.classbase.com/>. Classbase is an online education database providing information on education systems and academic institutions around the world.

Questions about transfer students' grades will be referred to the Director of Counseling and/or Department of School Leadership. In the case where non-verified grade level is the issue, student placement will be based on the NWEA assessment provided by the KCPS district prior to grade level placement.

If the transcript of any incoming student shows that the student has earned a grade of P (passing), that grade will count word credit achieved at the translated KCPS value. No GPA value will be given for the grade. Any DESE required assessment will not be excluded based on the course credit or grade.

## **6. Promotion, Regression, and Retention**

### **Promotion and Retention Guidelines**

- **Rationale:** Promotion and retention guidelines are designed to establish a procedure for providing an appropriate academic intervention and/or enhancement program for each student. It is the professional responsibility of every educator to recognize and assist struggling students at each academic level. The professional educator is trained to understand and apply models for intervention at the onset of academic deficiencies or attendance concerns.

- Elementary school (K-6)

#### **Standards for Promotion/Retention**

Report card grades and attendance data must justify the promotion or retention of the student. If modifications in the grading scale are utilized, the parent should receive written notification and explanation early in the year and documentation should be kept on file at the school.

In determining promotion, the following factors will be considered:

For Kindergarten and 1<sup>st</sup> grade:

Readiness: A child's readiness for learning will be considered.

Attendance: Students are expected to be in attendance daily. A student who has more than 15 (98 hours) absences during the school year may be retained in the same grade for the following year.

Any extenuating circumstances will be determined and documented by the principal.

For 2nd – 6th Grades:

Core Subjects: Students being considered for promotion must receive passing grades in 3 out of 4 core subjects: Communication Arts, Mathematics, Social Studies, Science; at least two of the three must be in the basic skills subjects of Communication Arts and Mathematics.

Attendance: Students are expected to be in attendance daily. A student who has more than 15 (98 hours) absences during the school year may be retained in the same grade for the following year.

Any extenuating circumstances will be determined and documented by the principal.

Careful attention will be given to the number of times a student is retained in elementary school. A total of two retentions in elementary school should be considered a maximum, and no student will have consecutive retentions within the same grade. The Director of Elementary Education must be consulted before making a recommendation to retain a child a second time in elementary school.

### **Retention Limitations/Exceptions:**

- 6th Graders that turn 14 years old on or before the first day of school should be promoted.
- Any student repeating the same grade for the second (2<sup>nd</sup>) time, should not be retained.
  - The above students who will be promoted will need the following:
    - Completion of summer school is recommended.
    - Meeting with the parent/student, counselor and administrator.
    - A list of previous intervention from the sending school should be given to the receiving school.
    - Development of a successful promotion plan listing interventions that will be implemented and documented during the year to bring the student to grade level or at least a functioning level with normal accommodations.
    - After school remediation or tutoring.
    - Referral to the Problem Solving Team (PST) to monitor the student's progress and to revisit the plan every 4-6 weeks with the administrator, parent, student, and counselor.

## Procedure for the Recommendation to Retain a Student

### ● Elementary School

As soon as the teacher determines a child demonstrates at-risk behaviors, the following process must be followed; all steps require written documentation. Timelines may need to be adjusted for exceptions, such as transfers.

1. By the end of the first nine weeks, all struggling students should be referred to the Problem Solving Team (PST). Parents will be kept informed of the students' progress through the use of progress reports, report cards, parent/teacher conferences, and/or parent contact logs.
2. Parents of students who are at risk of retention must be notified by a letter stating the reasons for the possible retention, and a conference must be held. Parents will be informed of deficiencies and receive a Notice of Possible Retention during the spring parent/teacher conferences.
3. During the retention conference, a plan of action will be created in cooperation with the parents, student, and school staff. The plan should include specific timelines and action steps for all stakeholders. The goal of the retention conference should be to develop a plan that places a student in good standing to be promoted.
4. Students who are at risk of retention must receive extensive documented intervention and PST referral at the outset of academic difficulties. Students who are at risk of retention for attendance must have a documented referral to the attendance committee for intervention.

Documented attempts to inform the parents at the onset of academic difficulties or attendance concerns (i.e., parent meetings, contact/phone logs, letters, etc.) must be on file. As stated in the Code of Conduct, a parent may request a review of the decision to retain by the District Attendance Committee.

Using steps 1-4 above, if a student is successful, they will be promoted. Using steps 1-4 above, if a student is unsuccessful, they will be retained.

The Final Notice of Retention must be sent to the parents by the end of the first week in May. All parent appeals for recommended retentions must be referred to the Director of Elementary Education.

### ● Middle School:

A student shall be promoted to the next grade level providing the student earns a total of 5 credits out of 7 credits during the year.

- Three (3) credits must come from the core classes (Language Arts, Math, Science, and Social Studies).
- Two (2) credits may come from the remaining Core class(es) and Elective Classes (Language Arts 7/8 B, Math 7/8 B, PE/Health, Exploratory Wheel Classes, Foreign Language, Music, etc.).

### Retention Limitations/Exceptions:

- 7<sup>th</sup> Graders that turn 15 years old on or before the first day of school should be promoted.
- 8<sup>th</sup> Graders that turn 16 years old on or before the first day of school should be promoted.
- Any student repeating the same grade for the third (3<sup>rd</sup>) time, should not be retained.
  - The above students who will be promoted will need the following:
    - Completion of summer school is recommended.
    - Meeting with the parent/student, counselor and administrator.
    - A list of previous intervention from the sending school should be given to the receiving school.
    - Development of a successful promotion plan listing interventions that will be implemented and documented during the year to bring the student to grade level or at least a functioning level with normal accommodations.
    - After school remediation or tutoring.
    - Referral to the PST Team to monitor the student's progress and to revisit the plan every 4-6 weeks with the administrator, parent, student, and counselor.
- ELL students cannot be retained due to English language proficiency. Schools and teams that are attempting to retain ELLs must show documentation of the in-class adaptations and accommodations made for the student as well as any PST documentation.
- SPED students working in the regular education curriculum, with or without inclusion support, will be evaluated for retention through the IEP process. This decision must be finalized in an IEP team meeting.
- Section 504 Students will be considered for retention per the KCPS procedures to retain any student in general education. The student's Section 504 impairment and plan will be closely considered in the decision process. Teachers are legally required to implement the Section 504 plan.

**Documentation Requirements:**

- Parents or guardians should be notified in writing that their student is in danger of failing (Notice of Possible Retention) by Spring Parent Teacher Conferences and a letter with the Final Notice of Retention should also be given to parents at the time final grade cards are mailed/distributed. All documents should be uploaded in Tyler. All communication regarding retentions should be recorded in the Parent/Student Contact Log.
- Promotion Plan (Problem Solving Team paperwork) described above should also be uploaded to “Student Docs”.

**Exceptions:**

- If there is a student that does not meet the above criteria for promotion and there is a need for the administration to review the case, a rationale of why the student should be promoted and what supports will be put in place to ensure the success of the student must be submitted. The request must be sent to the Director of Guidance and Counseling and the Assistant Superintendent of School Leadership.

- **High school**

A student must have completed a course with a passing grade in order to receive credit. Students enrolled in full-year courses will receive 1/2 credit for each semester completed with a passing grade. Classification will be made according to total units of credit at the first of each school year and cannot be changed mid-year even if the prerequisite numbers of credits are earned.

Minimum credits earned:

- Sophomores: 6 credits
- Juniors: 11 credits
- Seniors: 17 credits

- **Senate Bill 319 (SB319) Students**

Schools must develop an individualized “Reading Improvement Plan,” to be implemented during grade 4, for any fourth-grade student who was determined to be reading below third-grade level. The reading plan MUST include, at a minimum, “30 hours of additional reading instruction or practice outside the regular school day during the fourth-grade year.” This state statute also states “students in grade four who are still reading below the third grade level when assessed at the end of fourth grade shall be required to attend summer school and receive reading instruction.” Summer school attendance is mandatory. At the end of the summer school session, the student will be assessed again. If she/he is still reading below the third grade level at the end of summer school, “the child shall not be promoted to fifth grade. If the student does not attend summer school, she/he will automatically be retained in accordance with the statute.

- **Special Education Students**

Special education students working in the regular education curriculum, with or without inclusion support, will be evaluated for retention by the special education teacher(s), the building special education coordinator, the building administration and the Director of Exceptional Education.

- **Section 504 Students**

The decision to retain a student with a Section 504 plan will be determined per the KCPS procedure for the recommendation to retain any student in the general education classroom. The student’s Section 504 impairment and plan will be closely considered in this process.

- **ELL Students**

ELL students should not have failing grades based only on their inability to speak English. No ELL enrolled in any course can be issued a grade of a D or an F unless the teacher can provide documentation in the following areas:

- The teacher has modified instruction and assessment to be in alignment with the Can-Do descriptors appropriate for the student’s level
- The student has not made a reasonable effort despite appropriate language level accommodations
- On-going consultation has been made with the building ESL teacher(s) regarding the appropriateness of assessments and modified instruction strategies as they relate to students’ levels of language development.

- Parent outreach
- If an ELL teacher or content/grade teacher assigns a “D” or an “F” to an ELL student in any subject area, the teacher must submit documentation for the student to the principal, and PST team (which should include an ELL teacher) prior to giving the failing grade. Documentation should include supports provided to the student, including evidence of modified and differentiated instruction, modified and differentiated assessments, and interventions. Included documentation must prove that language was not the reason for the failing mark.
- Monitoring of ELL grades is the responsibility of the ESL Assessment Specialist at schools without appointed ESOL teachers.
- See section 11 for additional information on appropriate language level modifications and accommodations.

## 7. Grade Point Averages - GPA

### Cumulative GPA

The Cumulative GPA includes all final marks for courses attempted in high school. Cumulative GPAs are weighted based on course credits.

#### How the Cumulative GPA Is Calculated

The GPA is calculated by dividing the total amount of computed grade points earned by the total amount of credit hours attempted. In order to calculate a cumulative GPA, you add the total credit hours attempted and add the computed grade points from all High School semesters. You then divide the total computed grade points by the total credit hours attempted.

#### Term Grade Point Average

The Term Grade Point Average is calculated with term marks (and includes marks for courses in progress). For example, a student's Term Grade Point Average for third term will only include courses the student has taken during the third term, including those in progress. The Term Grade Point Average does not weigh courses for credit amounts. Results are used for honor roll purposes and athletic eligibility, and appear on the report card.

#### Calculating Marks of F

The Cumulative GPA, Term Grade Average, and Year Grade Average of all students enrolled in a KCPS school include all grades earned; including F. Grades in courses failed and retaken for credit in grades kindergarten through 12 shall not replace previously earned grades for any given course, but are included in the student's cumulative grade point average (GPA). Grades earned in extended education programs such as Summer School, Credit Attainment and Credit Recovery courses have the same credit and GPA value as standard year courses.

#### \*Failing (F) Mark Policy

When a student receives an earned academic mark of "F" and the student retakes the course and receives a higher grade, the initial mark of "F" will be computed into the grade point average along with the new grade. Both grades remain on the student's transcript.

#### Cumulative Grade Point Average

This worksheet is designed to help guide you through the process of calculating your GPA. Your high school grade point average is calculated based on all high school level courses that appear on your transcript and receive a grade of A, B, C, D, and F\*.

#### Un-Weighted course formula

Quality Points	=	(GPA Credit Value	+ 0 weight)	* Credit Attempted
2.0 pts	=	((A) 4 pts	+ 0 weight)	* 0.5 credit
1.5 pts	=	((B) 3 pts	+ 0 weight)	* 0.5 credit
1.0 pts	=	((C) 2 pts	+ 0 weight)	* 0.5 credit
0.5 pts	=	((D) 1 pts	+ 0 weight)	* 0.5 credit
0.0 pts	=	((F) 0 pts	+ 0 weight)	* 0.5 credit

#### Weighted course formula adds in 1 point

Quality Points	=	GPA Credit Value	+ 1 weight	* Credit Attempted
2.5 pts	=	((A) 4 pts	+ 1 weight)	* 0.5 credit
2.0 pts	=	((B) 3 pts	+ 1 weight)	* 0.5 credit
1.5 pts	=	((C) 2 pts	+ 1 weight)	* 0.5 credit
1.0 pts	=	((D) 1 pts	+ 1 weight)	* 0.5 credit
0.0 pts	=	((F) 0 pts	+ 0 weight)	* 0.5 credit

**GPA Factors:**

- Final class ranking and GPA will also incorporate the following items:
  - Will be based on eight (8) semesters of course work.
- Weighted and non-weighted class rank/GPA will both appear on the high school transcript.
- Courses carrying a designation of advanced placement (AP), dual credit (DC), College Credit (CC), or International Baccalaureate (IB) will determine weighted class rank in grades nine through twelve.
- Weighted courses will be indicated in the school Course Catalog.
- Non-weighted GPA is computed electronically at the end of each marking period. The official class rank is determined electronically by end of marking period 2 of the senior year.

## **8. Graduation Requirements**

### **KCPS Minimum Requirements:**

Departmental Credits--24 Credits (Course specific requirements are noted)

- Communication Arts – 4 Credits
  - English 9, 10, 11, 12 or ESL English I-IV or Advanced Placement (AP), International Baccalaureate (IB), Dual Credit (DC), or College English
- Mathematics – 3 Credits,
  - Algebra 1, Geometry, Algebra 2
  - 4 credits of Math should be recommended for college
- Science - 3 Credits
  - Physics First, Biology 1, and 1 Elective Science or
  - Biology, Chemistry, and 1 Elective Science)
- Social Studies - 3.5 Credits
  - 1 credit World History, 1 credit American History, 1 credit Government and .50 credit of Econ/Personal Finance
- Physical Education - 1 Credit
  - PE09113 Foundations of PE
  - PE Elective Credits such as Lifetime Sports, Weights, First Aide, etc. will not count for this requirement
- Health - .5 Credits
  - PE09150 Introduction to Health and Wellness
- Practical Arts – 1 Credit
- Fine Arts – 1 Credit
- Electives – 7 Credits
  - 2 or more years of the same Foreign Language is recommended for college.

### **Lincoln College Prep Minimum Requirements:**

Departmental Credits--27 Credits (Course specific requirements are noted)

- Communication Arts—4 Credits
  - Advanced English 9, Advanced English 10, IB Language Arts 1, IB Language Arts 2, or College English
- Mathematics—4 Credits
- Science—4 Credits
- Social Studies—4 Credits
  - 1 credit World History, 1 credit American History, .50 credit American Government, .5 credit Economics/Personal Finance, and 1 Elective Social Studies
- Foreign Language—4 Credits
  - 4 years of the same foreign language is recommended in order for students to attain fluency.
- Fine Arts—1 Credit
- Practical Arts—1 Credit
- Physical Education
  - PE09113 Foundations of PE or 2 years of JROTC Physical Conditioning.
  - PE Elective Credits such as Lifetime Sports, Weights, First Aide, etc. will not count for this requirement.
- Health-- .50 Credit
  - PE09150 Introduction to Health and Wellness
- Speech/ Theory of Knowledge 1-- .50 Credit
  - Full IB Diploma Candidates can take TOK 1 to fulfill this requirement
- College Admissions Prep/Theory of Knowledge 2 -- .50 credit
  - Full IB Diploma Candidates can take TOK 2 to fulfill this requirement
- Electives—2 Credits

### **Assessment Requirements:**

- College and Career Readiness (CCR)—ACT, SAT, ASVAB, WorkKeys, and/or Accuplacer (Accuplacer replaces the Compass) Test--A minimum of one CCR Assessment is required.

- End of Course (EOC) Assessments —Algebra 1, Algebra 2-for students successfully completing Algebra 1 at middle school, English 2, Biology, and American Government.

**Other Requirements:**

- Forty (40) hours of approved and documented community service and a written reflection (tracked by school counselor).
- 100 Hours of Community Service is required for Lincoln College Prep Students. Lincoln IB Students will complete 150 CAS (Community, Action, Service) Hours which will include 40 Hours of Community Service.
- Senior Capstone Project (students who have successfully passed AP, IB, or College English are exempt from this requirement.)
- Adhere to all district disciplinary and financial obligations
- Program specific requirements and exceptions as defined by program/school
- Graduating on Modified Curriculum Graduation Plan (Graduating on IEP Goals) Students with IEP's (Individual Education Plan) can graduate either by meeting the district standards or by meeting IEP goals. If the student is graduating by meeting IEP goals, this will be clearly specified in the child's IEP.
- Students must pass the U.S. Constitution Test and the Missouri Constitution Test in order to graduate.
- Completion of Senior Exit Survey

**District College/Career Readiness Goals:**

- Attend at least one college fair in the junior or senior year
- Complete at a minimum of one (post-secondary) college application or Military Enlistment
- Complete the FAFSA (Free Application for Federal Student Aid) and apply for Scholarships

**Special Situations:**

Lincoln College Preparatory: Seniors that are either enrolled in the Full IB Diploma or the Early College Academy (ECA) are considered for Valedictorian. The selection of the Valedictorian and Salutatorian will be made utilizing an un-weighted GPA. If a student is not a full IB or ECA candidate but has earned all 'A's, they will not be considered for Valedictorian unless there are no full IB or ECA students that have earned all 'A's.

## **9. Honor Roll**

### **Elementary Honor Roll**

Honor Roll - K-1 Determined per building by teachers and administrators.

Honor Roll - Grades 2-6

- Any student with all "A"s in all academic subjects will qualify for the "A" Honor Roll.
- Any student with any combination of "A"s and "B"s in all academic subjects will qualify for the "A-B" Honor Roll.
- Any student with "B"s in all academic subjects will qualify for the "B" Honor Roll.
- Conduct, effort, and attendance will not be factors in identifying students for academic honor rolls.

### **Middle School and High School**

The middle school and high school honor rolls are figured at the end of each quarter. The honor roll includes all students who have achieved at least a 3.0 grade point average.

- **A/B Honor Roll** - Students having earned an overall GPA of 3.75 - 3.9 with no grade below a "B".
  - "B" Honor Roll - Students having earned a GPA with a no grades below a "C".
  - Students should see their guidance counselor or the registrar in the guidance office to obtain an up-to-date grade point average.
- **Principal's Honor Roll** - Students who have achieved an overall 4.0 GPA or higher without having any grade below "A".

### **National Honor Society, National Junior Honor Society, and National Elementary Honor Society**

- Each chapter of the Honor Society within the Kansas City Public Schools is duly chartered and an affiliated chapter of this prestigious national organization. Membership is open to those students who meet the required standards for selection established by the national office of NHS in four areas of evaluation: scholarship, leadership, service, and character. Students are only eligible for membership after the first and second semester of their junior year in high school and after one semester in middle and elementary school. Students or parents who have questions regarding the selection process or membership obligations should contact the school counselor.
- **Graduation Academic Recognition** (Beginning with the class of 2012)
  - "Pylons Scholar" means students are graduating with a cumulative grade point average of 3.5 +

## **10. Alternative Instructional Delivery Methods**

### **KCPS Virtual School - Anna Blancarte**

The KCPS Virtual School is a flexible, free online learning option for students seeking a more personalized education tailored to his or her abilities, style and pace. Students work independently using a rigorous curriculum with a strong emphasis on math, language arts, and advanced courses. KCPS Virtual School does not operate within the existing seven-period school day, rather students can engage in their coursework throughout the day, from anywhere they can access the internet.

Students enrolled in the KCPS Virtual School are actually “officially” enrolled in their neighborhood school. All course grade reports and semester transcripts are sent to the students’ KCPS neighborhood school of record to be uploaded in the student information system and will be consistent with KCPS grading outlined in this document. This is to assure that students receive all credits earned through the virtual school.

### **Credit Recovery**

Kansas City Public Schools’ “GRADPOINT” is an online learning program offering many classes for unit recovery, accrual credits and credit recovery.

The three types of courses available are, prescriptive, sequential, and flex. GRADPOINT includes self-paced learning, instruction, ability to retake tests, and 24/7 access. There are success keys and pacing guides provided.

### **School or Program Best Practices:**

At the end of the semester or year, teachers have the ability to report a final grade. Final grades should be reported once all assignments have been turned in and grading has been completed. This allows students to see their overall result in the course and will publish grades to each student's transcript. These reports also include the student's seat time in each accrual course. There is a 7 week minimum time frame for students to be enrolled in GRADPOINT for semester courses and 14 weeks for full year courses. Sixty percent is the KCPS passing point for GRADPOINT online courses.

Students enrolled in Credit Recovery classes during the regular school day and at a KCPS location will be recorded for attendance based on the actual seat time. This classroom setting must be monitored by a DESE approved certified teacher.

### **Enrollment Procedures:**

The Director of Guidance and Counseling and/or the GradPoint Coordinator must approve all students who will be enrolled in GradPoint classes. Counselors should submit (scan and email) the GradPoint Enrollment form to the Director of Guidance and Counseling who will review and approve coursework. The GradPoint Enrollment Administrator, will then enroll all students into the GradPoint Classes.

### **Priority List for KCPS GradPoint Enrollment:**

1. 5<sup>th</sup> year senior needed to gain credits for graduation (maximum of 2 credits/4 semester classes)
  - a. If more than 2 credits are needed, the student should be referred to the MO Option Program
2. Seniors needing to recover credits for graduation (maximum of 2 credits/4 semester classes).
  - a. Counselors should make every effort to schedule the seniors in the face to face classes at their school site especially if it is an EOC tested course
3. Juniors in danger of not graduating during the senior year (maximum of 2 credits/4 semester classes).
4. Sophomore students who are .5 to 1.0 credits short of being classified as a junior (maximum of 2 credits/4 semester classes).
5. Medical condition (please submit documentation).

### **Course Length and Deadlines:**

1. In order for a student to complete a semester course they must have a **minimum of 6 weeks** to complete the course in the GradPoint program.
2. In order for a student to complete a 2-semester course they must have a **minimum of 12 weeks** in the GradPoint Program.

3. If students do not show progress during the semester, the student should be removed from the GradPoint course and put in a face-to-face course at the semester, an alternative path to graduation, or an after school GradPoint option where offered.
4. The deadline to enroll in GradPoint Courses for the year (in order for seniors to graduate) will be 3 days after the Third Quarter Grading window ends.

### **EOC Courses:**

Students will be enrolled in “**face to face**” classes for all EOC/Map courses unless they have failed the course and meet the GradPoint enrollment requirements in the Priority List.

EOC extra study courses are available in GradPoint and seniors taking an EOC course for credit recovery, will be signed up to complete the study course to help them with the EOC tests in December and May.

### **KCPS Passing Threshold:**

- Pretests **always remain** at 80%. Students **do not** need to test out of units below 80%.
- The passing percentage for units and the courses is set at **60%**.
- The Case Manager and the Director of Guidance & Counseling must approve all IEP modifications which should be noted on the back of the GradPoint Registration form.

### **GradPoint Critical Performance Alerts:**

- **Yellow circle** - On average, students in all courses have not passed one of their last five submissions or they are within 10% of not passing the course.
- **Red circle** - On average, students in all courses have not passed two of their last five submissions or they are not passing the course.

A student may have a yellow or red performance alert even though the student grade book shows all passing scores. Excusing a student from a lesson or assessment does not clear an alert automatically. The student could have failed a lesson, the teacher could have excused the student from that lesson, but that student may not have worked in the course after that for a while. The teacher would continue to see the alert because that failed content still continues to be one of the last five submissions for the course.

### **Assessments:**

Pre-tests, post-tests and review tests all should be administered with teacher supervision.

Teachers may reset an assessment three (3) times for a student to retake a final course assessment. After three attempts the student **must go back** into the course and go over the material again.

### **GradPoint Learning Pathways:**

**Prescriptive** – These courses require students to begin each full-length course with a pre-test to check for mastery of each objective in that module and then move through the lessons in a prescribed format based on the pre-test results. There is no seat time requirement for credit recovery courses because the student already has completed the seat time.

**Sequential** – These courses guide students through all elements of the lessons using best practices in teaching and require students to master content before moving on. DESE requires 30 Hours of seat time for credit attainment courses.

**Electives** - The content of these courses gives students an opportunity to explore career paths and develop skills beyond the core level.

## **Elective Courses:**

Elective courses are not prescriptive and can't be assigned unless a teacher in the certified area is willing to grade assignments, assist students who may need help, and sign the GradPoint Transcript to validate the completion of the course(s).

Physical Education **is not an approved elective** without approval from the Director of Guidance and Counseling and the GradPoint Coordinator. **Students will need a doctor's statement indicating they cannot participate in physical education.** Students have four years to complete PE09113 Foundations of PE. All efforts should be made to make sure they are enrolled in PE in their freshman

The approved KCPS elective list should be followed and no other elective course can be added without additional approval from the Director of Counseling and the GradPoint Coordinator.

The ACT preparatory course in GradPoint—the student's transcript must be checked to make sure they have not passed this course previously. This can be taken for credit one time. After that it is a study course.

## **Homebound**

Homebound instruction is provided to a student with a medical condition which prohibits the student from attending school. Homebound instruction is also provided to a student with a disability or impairment when the IEP team or the 504 team determine this placement is appropriate. The homebound student's classroom teacher is the teacher of record and will determine and record grades. The classroom teacher is responsible for providing the homebound instructor with a copy of the curriculum to be instructed, defining the pace of the curriculum, and providing copies of lesson plans, instructional materials, student sheets, directions for assignments, quizzes, tests, etc. The classroom teacher is responsible for all grading of assignments and exams and for the assigning of the final grade. Upon the classroom teacher's request, the homebound instructor will provide grading input. This is based on KCPs Grading policy/students IEP.

## **Homeschool**

Students who are homeschooled or attend private/virtual schools and live in the Kansas City Missouri Public School District are eligible to attend neighborhood and Signature schools on a part-time basis. The following guidelines are designed to ensure that application and enrollment procedures are consistently enforced for all schools. Unusual student circumstances may require further administrative consideration. (Reference section 167.031, 167.996, 167.071, and 210.167 of the revised statutes of the state of Missouri for more information on home school requirements, framework, and guidelines)

### **Homeschool Guidelines**

- Home school, and private school students must apply for admission during the regular application and enrollment window along with other applicants in the spring and summer.
- Students must meet the admissions standards of the Signature school where they apply including test scores, behavior, and attendance; and audition or assessment if required.
- Transcripts and documentation of previous academic progress must be submitted at the time of application. The application will be processed once the validation of credits is approved.
- Previous national and state assessment scores must be submitted if available. Testing may be available from KCPS or from other sources selected by the parent, a fee may apply. Test results will be used to determine qualification for admission.
- Home school and part-time students are required to meet all regular enrollment standards including proof of residence, immunizations, etc.
- Home school and part-time students will be subject to the same rules as full-time students whenever they are on school grounds and/or attending school-sponsored events.
- Students will complete a course request form indicating course(s) in which they choose to participate. Placement will be made based on prerequisite qualification, chronological age, and space availability. Students must meet the prerequisite requirements of the course(s). In some cases, additional formal or informal assessment may be required to determine appropriate placement. Example: foreign language, music, etc. In these cases, an academic department representative will assess and determine the appropriate level of course placement.
- There will not be an option for students to audit a course. All courses will be taken for credit and final grades will be placed on the student transcript and become part of the students' permanent academic record.

- Home school and part-time students will not be ranked within a grade-level class or participate in KCPS graduation activities unless otherwise determined by the building principal and Superintendent of Schools.
- Students may be eligible for participation in co-curricular and extracurricular activities if MSHAA participation rules are met and with the approval of the building principal and activities director.
- Home school and part-time students will be assigned to a counselor who will assist with enrollment and scheduling along with any other counseling-related needs.
- KCPS will provide textbooks and instructional materials to students for the courses in which they enroll. Students will be required to pay any additional course materials fees that would be collected from full-time students.
- **Home School Guidelines:** If a parent wishes to home school his/her children, it is recommended that they provide a declaration of enrollment stating their intent for the child to attend a homeschool to the KCPS Director of Admissions. A list of Homeschool organizations will be provided to the parent and is highly recommended they join a homeschool agency.

#### **Validation of Homeschool Credit Considerations:**

- Validation of credit will be based upon the following criteria:
  - 1,000 hours of instruction during the school year, with at least 600 hours in the basics, which will be in reading, language arts, mathematics, social studies, and science?
  - At least 400 of the 600 hours shall occur in the home location.
  - Passing grades earned in the courses taken.
  - Consistency of course curriculum between the home school and KCPS.
  - Student mastery of the essentials of the course(s) in question.
  - Tests and/or procedures used to determine validation may include:
- Published standardized tests
  - ii. Teacher-made tests
  - iii. Writing samples
  - iv. Student performance
  - v. Student portfolio of work graded at the home-school
    - A plan book, diary, daily log or other written record indicating the subjects taught and the activities engaged in with the students. Other written or credible evidence.

#### **Validation of Credit Procedures:**

- Parents will receive the “Missouri Department of Elementary and Secondary Education Home Schooling” Informational Packet.
- The parent will bring the following items to the school site:
  - Transcript—which should include the name of the course, the grades and credits earned, the number of hours of instruction for each course to meet the requirements stated above, and the teacher’s name(s).
  - A plan book, diary, daily log or other written record indicating the subjects taught and the activities engaged in with the students. Other written or credible evidence.
  - Textbooks or curriculum used for each of the courses needing validation.
  - Standardized tests, writing samples or teacher made tests along with and the portfolio containing samples of the student’s academic work.
- When the student is enrolled, they will be temporarily placed (in the grade level indicated by the parent) until the Home School Transcript is validated.
- The counselor identifies the courses to be validated on the Application for Validation of Credit form and secures the principal’s and parent signature.
- The counselor will give the Instructional Coach or designee a copy of the Application for Validation of Credit form. The Instructional Coach or designee at the building site, will schedule and administer the NWEA and/or curriculum based measures to determine student mastery.
- The Application for Validation of Credit form along with the items listed in #2 and the results of the NWEA and/or curriculum based measures will be forwarded to the Director of Curriculum to be validated by the counselor.
- The Director of Curriculum will send the results to validate or not validate the credits for the student to the Principal and Counselors.

- The Principal or designee informs the parent or guardian of the credits validated or not validated.

#### **Homeschool transfers and KCPS Graduation**

- Students who are homeschooled or attend a private school and/or transfer into the Kansas City Public Schools are eligible to receive a KCPS diploma when the following criteria are met:
- Transfer students must have demonstrated mastery with evidence provided for validation of credits. Senior students will need to have completed 17 credits or the equivalent credit hours prior to enrolling at KCPS. Students must attend at least their final semester of KCPS. Given the requisite approval, the counselor and Curriculum Director will validate completed coursework to determine the number of credits needed to meet graduation requirements.
- There is no state recognized high school diploma for home school students. Home schooled students may take the high school equivalency examination to obtain an HSE (High School Equivalency). Most employers, colleges and universities, and the military accept the HSE as equivalent to a high school diploma.

## 11. Specialized Programs

### Special Education

Special education students enrolled in self-contained placements are graded according to progress made on either the curricular standards or the student’s individualized education plan, depending on the level of the student’s disability. Grading is completed by the special education teacher (teacher of record).

Students with an IEP who are enrolled in general education classes are graded by the General Education teacher who is the teacher of record. The teacher of record will consult with the special education teacher when formulating the student’s grade performance.

### 504

Students with 504 plans are graded according to the general education grading policies, unless the 504 specifically outlines accommodations for grading. The teacher of record, for any student with a 504 plan, is the general education teacher.

### ELL

In accordance with the Every Student Succeeds Act (ESSA), schools must implement and sustain high-quality language instruction educational programs designed to ensure that English learners, including immigrant children and youth, develop both English language proficiency and content proficiency in math and English, as measured against challenging academic standards. Students will receive targeted language support from ESL teachers in addition to instructional accommodations in general education classes through collaboration between ESL and classroom teachers.

The grading of ELLs should therefore reflect daily instructional accommodations as well as testing accommodations, which can be provided by the ESL or classroom teacher and should not penalize the student for not yet being fully fluent in English. These accommodations and grades should be based on the WIDA CAN-DO Descriptors ([https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)) aligned with student’s grade level and proficiency level.

ELLs will receive grades based on accommodations or alternative assignments appropriate to the student’s language proficiency level, and receive the same report card that is used in general education. Teachers should indicate in Tyler that instructional accommodations, modified materials, or alternative assignments have been given.

Students who receive ESL instruction in lieu of a general education class may have their ESL grade substituted for the class that they miss.

ELLs cannot be penalized for missing work in the general education classroom during the time they are pulled for ESL services. Teachers must grade students on the components for which they are present and derive the class grade based on the elements that the student completed.

WIDA Proficiency Levels	1.0-3.5	3.0-4.5	4.5-5.9
Grading considerations	Student is showing progress on <b>modified standards</b> (i.e. a 3 <sup>rd</sup> grader working on a 1 <sup>st</sup> grade level). Students are graded according to modified standards, not grade level standards. More emphasis is placed on effort and participation than mastery.	Students are showing progress on <b>grade level standards with accommodations</b> (i.e. a 3 <sup>rd</sup> grader working on a 3 <sup>rd</sup> grade standard but expressing their understanding orally, with sentence frames or graphic organizers, etc.) Some emphasis should be placed on effort and participation but more so on progress toward grade level standards.	Students are graded on the extent to which they are <b>meeting grade level standards</b> and approaching the level of English-speaking peers

Sample Accommodations (for assignments and assessments)	read aloud in L1 or L2, students can respond orally, limit the number/type of test items, extended time, small group or individual testing with paraprofessional or ESL teacher, bilingual dictionary, performance assessments rather than traditional paper/pencil	read aloud in L1 or L2, students can respond orally, limit the number/type of test items, extended time, small group or individual testing with paraprofessional or ESL teacher, bilingual dictionary, performance assessments rather than traditional paper/pencil	Very few accommodations are needed. Possibilities include extended time and bilingual dictionary.
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**The Kansas City Public Schools’ Pylons Advanced Academics Program**

This program provides challenging learning experiences that are designed to extend, enrich, and excel the district curriculum. Through a continuum of opportunities/services students engage in complex subject matter, preparing them for the more challenging and rigorous classes as they advance in grade level. Leadership, Character, Scholarship, and Service – the four pillars of the National Honor Society – provide the four tenants of the KCPS Pylons Advanced Academics Program. Students identified for Pylons Advanced Academics services exhibit exceptional performance capability in academic, intellectual, and/or creative endeavors. In order to meet their needs and develop to their potential, these learners require a differentiated curriculum.

Components of the Pylons Advanced Academics Program include:

**K-12 Scholars:** The Pylons Advanced Academics Department exists to find and nurture advanced academic potential in students from historically underrepresented populations. Curricular interventions and support are provided through the collaboration of the classroom teacher and the Pylons Advanced Academics Resource Teacher. The Pylons Advanced Academics Department utilizes the Naglieri Nonverbal Ability Test, Second Edition (NNAT2) for identification of potential giftedness.

**K-2:** Differentiated lessons are offered to students in areas of specific academic strength within the classroom. The Pylons Advanced Academics Resource Teacher is available to collaborate with the classroom teacher to ensure that lessons are differentiated. The Pylons Advanced Academics Department shares resources, such as NBC Learn, Birdseed TV, and V-Math Live, with all potentially gifted students to provide additional challenge that extend and enrich the KCPS program of studies (curriculum).

**Grades 3-6:** Students identified participate in a pull-out program instructed by a Pylons Advanced Academics Resource Teacher. Students are challenged through models and strategies designed to enrich and extend the KCPS program of studies in the four core academic areas. A focus on STEM (Science, Technology, Engineering, and Math) is integrated throughout the honors curriculum. Additionally, strategies are integrated to provide opportunity for creative development and exploration of core content in an effort to meet the needs of the artistic/creative gifted student.

**Sixth Grade Summer Bridge Academy:** This is a three week honors program for sixth graders designed to provide students with unique, vicarious, and academic experiences as they prepare to transition into the Junior Pylons program as seventh and eighth grade students. Students will be provided instruction in the core content areas of literacy, math, science, and social studies with an emphasis on STEM. The creative arts may also be integrated.

**Junior Pylons/Middle School:** Students will have the opportunity to enroll in an advanced course, social studies, science, ELA, and/or Algebra I depending on student’s content strength. The advanced courses are designed to extend and enrich the current KCPS program of studies, but will also include a large focus on English language arts (research, reading, and writing). A Pylons Advanced Academics Middle School Resource Teacher provides direct services to identified students through co-teaching and/or pull-out program.

**Senior Pylons/High School:** A Pylons Advanced Academics Secondary Resource Teacher provides specific services to Advanced Placement Teachers and students.

The following are additional choices offered to all students, whether identified gifted or not. These options may require prerequisite course completion and/or counselor recommendation:

- Dual Credit Coursework
- International Baccalaureate Diploma (Lincoln College Prep)

- Advanced Placement Courses – All high schools
- Honors Courses – All high schools

### **Career and Technical Education Programs (CTE)**

Career and Technical Education students fall into two categories: those enrolled in CTE courses at the high schools (business, construction, broadcast, and fashion) and those enrolled in CTE courses at Manual Career and Technical Center (health science, construction, auto tech, auto collision, and culinary). Students enrolled in high school CTE courses are graded according to the set curriculum that includes homework, tests, quizzes, projects, etc. Those students enrolled at Manual Career and Technical Center are graded on classroom work but primarily on the competencies and hands-on projects in the live shops in which they participate on a daily basis. In both scenarios, the instructor of each class does the grading.

Students in high school CTE courses are held to the same district graduation standards as other students.

### **Advanced Courses, IB, AP, Dual Credit, College (Early College Campus)**

#### **A+ Schools Program**

- The A+ Schools Program provides financial incentives to qualified A+ graduates to continue their education beyond high school. A+ graduates may be eligible to receive reimbursement for the cost of tuition while attending a Missouri public community college or vocational/technical school on a full-time basis. It is recommended that all students enroll in the A+ Schools Programs and work toward graduating with A+ status.
- To graduate with A+ status, a student must meet ALL of the following requirements:
- Attend a designated A+ School for three consecutive years (grades 10-12) prior to high school graduation
- Graduate with an unweighted cumulative GPA of 2.5 or higher on a 4.0 scale
- Graduate with at least 95% ADA (Average Daily Attendance) for grades 9-12
- Perform and document 50 hours of unpaid district tutoring or mentoring
- Maintain a record of good citizenship and avoid the unlawful use of drugs and alcohol
- Apply for non-payback scholarships by completing the FAFSA (Free Application for Federal Student Aid)
- Register for Selective Service (as appropriate)
- Beginning with the class of 2015, students must score proficient or advanced on the Algebra I End of Course Exam. (This requirement may be waived after completing one semester of post- secondary education with a 2.5 GPA or better).
- The A+ graduates do not have to access the financial incentives immediately; they can access the benefits up to four years after graduation. Graduating with A+ status does not mean a student is limited to attending a public community college or vocational/technical school as several colleges and universities offer scholarships to A+ graduate.
- The A+ financial incentive is dependent upon state appropriation from the Missouri General Assembly. This financial incentive will be for the unpaid balance after federal post-secondary financial assistance funds (that do not require repayment) have been applied to college expenses.

## **12. Annual Review**

This document and its' contents need to be reviewed annually and as needed as Curriculum and Instruction makes any adjustments to the academic environment. The review process will include the original Core Team and the sponsor representative as designated by the sponsor.





