

Student Progression Plan

Guidelines, Policies and Protocols for Grade-Level Progression



2023-2024

Thank you to our School Counselors, School Social Workers, Teachers, Principals, LSDMC Members, Union Leaders and district Administrators. This document would not have been possible without their support, expertise and feedback. An additional thank you to the School Counselors who served on the Work Teams which were instrumental in the development of this Student Progression Plan.

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INTRODUCTION

The Student Progression Plan provides school staff, parents/caregivers and community members a guide for how students progress through their academic careers. The Student Progression Plan clarifies the requirements for moving forward to the next grade level. The plan reflects:

- the needs of the whole child in determining academic success.
- state requirements and expectations.
- school district policies and administrative procedures.
- details pertaining to promotion, retention, academic acceleration and graduation.

Optimal school achievement is obtained when students experience success in their daily activities and build upon successful experiences as they encounter new learning situations. Part of creating optimal school achievement is ensuring students, families and Teachers are clear on key milestones as students progress in their learning and advance grade levels.

LEARNING STANDARDS & ASSESSMENT

Understanding what students should know in a given grade level or course and whether or not the student has learned those things, is foundational to any decision on promotion, retention and acceleration.

State Standards

Ohio Learning Standards identify what students should know and be able to do. Learning standards explain the knowledge and skills Ohio students in pre-kindergarten (PreK) through grade 12 need to have. [Ohio's Learning Standards](#) emphasize skills like critical thinking and problem-solving, qualities most sought by today's employers. By teaching our students to apply these skills to what they are learning in school, we can ensure they are on track to graduate from high school and enjoy success in college, careers and life.

The [Birth Through Kindergarten Entry Learning and Development Standards](#) describe key concepts and skills that young children develop during the birth-to-five-year period. The purpose is to support the development and well-being of young children and to foster their learning. The standards promote the understanding of early learning and development, provide a comprehensive and coherent set of early childhood educational expectations for children's development and learning and guide the design and implementation of curriculum, assessment and instructional practices with young children.

Ohio measures the performance of its schools based on how well students are progressing in gaining knowledge and skills within the learning standards. Ohio does this partly by measuring student performance on annual state tests, which are based on state standards.

Participation in State Assessments

The table below outlines the grade level a child would take an OST or EOC in the State of Ohio.

Grade	ELA	Math	Science	Social Studies
3rd	ELA OST	Math OST		
4th	ELA OST	Math OST		
5th	ELA OST	Math OST	Science OST	
6th	ELA OST	Math OST		
7th	ELA OST	Math OST		
8th	ELA OST	Math OST	Science OST	
9th		Algebra I* EOC	Biology ** EOC	
10th	ELA II* EOC	Geometry EOC		American History** EOC
11th	ACT English (Subscore of 18)	ACT Math (Subscore of 22)		American Government** EOC

**Students must attain a competency score on ELAII and ALGI (currently 684) for graduation. If the test is taken at least twice, students can pursue an [alternate competency pathway](#).*

***Contribute to graduation seals.*

Dyslexia Screener:

Learning to read is a major milestone in a young child’s life and fundamental for long-term success. However, for some children, the process of learning to read is extremely difficult and becomes a barrier to their academic and social-emotional development.

A large and converging body of research now shows that early identification of children who may experience reading difficulties is possible and focused intervention and remediation efforts are effective for reducing negative long-term impacts. The Dyslexia Screener identifies characteristics of Dyslexia that school-based teams can provide prescriptive interventions.

For the 2023-2024 school year:

- Administer a tier 1 dyslexia screening measure to all students in grades K-3.
- Administer a tier 1 dyslexia screening measure to students in grades 4-6 whose parent, guardian or custodian request, or Teacher requests and the student's parent, guardian or custodian grants permission for the screening measure to be administered.
- Administer a tier 1 dyslexia screening measure to each kindergarten student who transfers into the district or school midyear during the school's regularly scheduled screening of the kindergarten class or within 30 days after the student's enrollment if the screening already has been completed.
- Administer a tier 1 dyslexia screening measure to each student in grades 1-6 who transfers into the district or school midyear within 30 days of the student's enrollment.

Third Grade Reading Guarantee:

Ohio's Third Grade Reading Guarantee (TGRG) is a program to identify students from kindergarten through grade 3 who are behind in reading. Schools will provide help and support to make sure students are on track for reading success by the end of third grade. The Ohio Department of Education provides policy guidance, instructional tools and resources on the Third Grade Reading Guarantee.

[Third Grade Reading Guarantee - Guidance Manual](#)

The TGRG requires that any student not earning a promotable score on the English Language Arts (ELA) Ohio State Test (OST) be retained in third grade. The student may be retained wholly in third grade or just in third-grade reading. Retained students are third-grade students in all subjects, even if they are receiving higher-level instruction in specific subject areas in which they have demonstrated proficiency until they are promoted through this policy to fourth grade. Students who are retained under the TGRG must be provided intensive intervention.

Beginning in the 2023-2024 school year, a student's parent or guardian, in consultation with the student's reading teacher and principal, may request that a student be promoted to fourth grade regardless of the student's score on Ohio's State Test for grade 3 English language arts. Students promoted to fourth grade through this exemption must continue to receive intensive reading instruction until the student is able to read at grade level. See State requirements for scores needed to be eligible for promotion to fourth grade.

Beginning in the 2023-2024 school year, districts must include the following information in the written communication to parents of students in grades K-3 who are not reading on grade level according to the reading diagnostic:

- A statement that connects the child's proficiency level in reading to long-term outcomes of success related to proficiency in reading.

[Third Grade Reading Guarantee \(TGRG\) Promotion Score](#)

Third Grade Reading Guarantee: Midyear Promotion

Districts and schools must establish a policy for retained third-grade students to be promoted mid-year to grade 4 if they demonstrate they are reading at or above grade level. Retained students are third-grade students in all subjects, even if they are receiving higher-level instruction in specific subject areas in which they have demonstrated proficiency until they are promoted through this policy to fourth grade. The table below can be used to determine the state assessments required for each scenario that applies to a retained third-grade student:

Enrollment Status at the Start of the School Year	Receives Advanced Instruction in At Least One Other Subject Area	Meets District's Criteria for Mid-Year Promotion	State Test Participation
Retained Third Grade Student	No	No	Grade 3 ELA Grade 3 Mathematics
Retained Third Grade Student	No	Yes	Grade 4 ELA Grade 4 Mathematics
Retained Third Grade Student	Yes	No	Grade 3 ELA Grade 3 Mathematics
Retained Third Grade Student	Yes	Yes	Grade 4 ELA Grade 4 Mathematics

High School: End of Course Exams (EOCs)

For the Class of 2023 and beyond, EOCs in English Language Arts II, Algebra I, Geometry (or Integrated Mathematics I and II), Biology, American history and American government.

District assessments are also administered to students in grades K-12 throughout the school year. Schools participate in these assessments for learning as indicated on the district-wide testing schedule.

Participation in District Assessments

MAP Growth and iReady benchmark assessments are important tools to measure student achievement and growth throughout the year. These assessments measure student skill levels and provide valuable information to inform instruction.

The iReady Reading Assessments also serves as our state-mandated reading diagnostic for grades 1 through 3 and repeating kindergartners.

Grade/ Course	Fall Testing	Winter Testing	Spring Testing
Kindergarten	Acadience Benchmark KRA (1st time Kindergarten students only) iReady Reading (iReady reading is only required for repeating Kindergartners in the fall but students cannot access the MyPath tool without	Acadience Benchmark iReady Reading iReady Math	Acadience Benchmark iReady Reading iReady Math

	diagnostic data. It is highly recommend that all K students be given the iReady Reading diagnostic) iReady Math		
1st Grade	Acadience Benchmark iReady Reading iReady Math	Acadience Benchmark iReady Reading iReady Math	Acadience Benchmark iReady Reading iReady Math
2nd Grade	Acadience Benchmark iReady Reading iReady Math CogAt	Acadience Benchmark iReady Reading iReady Math	Acadience Benchmark iReady Reading iReady Math
3rd Grade	Acadience Benchmark iReady Reading iReady Math Reading OST (Fall administration) MAP Growth Science 3-5 (optional)	Acadience Benchmark iReady Reading iReady Math MAP Growth Science 3-5 (optional)	Acadience Benchmark Reading OST Math OST
4th Grade	iReady Reading iReady Math MAP Growth Science 3-5	iReady Reading iReady Math MAP Growth Science 3-5	Reading OST Math OST
5th Grade	iReady Reading iReady Math MAP Growth Science 3-5	iReady Reading iReady Math MAP Growth Science 3-5	Reading OST Math OST Science OST
6th Grade	iReady Reading iReady Math MAP Growth Science 6-8 CogAT Iowa Reading & Vocabulary Iowa Math & Computation	iReady Reading iReady Math MAP Growth Science 6-8	Reading OST Math OST
7th Grade	MAP Growth Reading 6+* MAP Growth Math 6+* MAP Growth Science 6-8	MAP Growth Reading 6+* MAP Growth Math 6+* MAP Growth Science 6-8	Reading OST Math OST
8th Grade	MAP Growth Reading 6+* MAP Growth Math 6+* MAP Growth Science 6-8	MAP Growth Reading 6+* MAP Growth Math 6+* MAP Growth Science 6-8	Reading OST Math OST Science OST
ELA I	MAP Growth Reading 6+	MAP Growth Reading 6+	
ELA II	MAP Growth Reading 6+	MAP Growth Reading 6+	ELA II EOC
Algebra 1	MAP Growth Algebra I	MAP Growth Algebra I	Algebra 1 EOC
Biology	MAP Growth Life Sciences 9-12	MAP Growth Life Sciences 9-12	Biology EOC
American			American History EOC

History			
Geometry			Geometry EOC
American Government			American Government EOC

GRADING

Reporting of Student Progress

The Board of Education believes that the cooperation of school and home is a vital ingredient to the growth and education of the whole child. It recognizes its responsibility to keep caregivers informed of student welfare and progress in school. Reporting student progress shall include written reports, conferences between caregivers and Teachers and shall require all appropriate staff members to comply with such a system as part of their professional responsibility.

[Board Policy 5420](#)

Communication between the school and the caregiver is essential and notification of student academic progress is a requirement. For students from homes where a language other than English is spoken, every effort should be made for communication to take place in the caregiver's language. Guidance for communication with caregivers is provided in the following sections.

The caregiver must be notified, in writing, during every grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course. Examples of caregiver notification can include midterm reports and report cards/end of quarter reports.

Grading Policy

The Board of Education recognizes its responsibility for providing a system of grading that can help the student, Teachers and caregivers properly evaluate the student's achievement of the goals of the District's program. The District's grading system should be a reliable system and one that ensures each student's grades accurately signify the degree of accomplishment toward the expected learning outcomes, K through twelve.

The Preschool expectation is for staff to provide families with quarterly benchmark data aligned to ODE state standards and assessments of the child's progress toward Kindergarten Readiness.

The District grading policy for Kindergarten is:

- E (exceptional)
- S (satisfactory)
- N (needs improvement)
- U (unsatisfactory)

The District grading policy for Grades 1 through 12 is:

- A (outstanding)
- B (good)
- C (average)
- D (almost failing)
- F (failing)

Teachers are encouraged to use the default grading scale and weight calculations in PowerSchool. However, based on the collective bargaining agreement, Teachers may adjust both at their own discretion.

The grading system should not inhibit the professional staff member from learning the strengths and challenges of each student on an individual basis. [Board Policy 5421](#)

Semester Assessments

Starting in the 22-23 school year, semester assessments are no longer a required part of a student's semester grade. Individual schools will decide if and how semester assessments will be administered. For schools that choose to give required building-wide semester assessments, a semester assessment grade will be a part of the student's final semester grades. For schools that do not administer required semester assessments, semester grades will be calculated by averaging the two-quarter grades. For schools not administering required semester assessments, there will not be a separate grade listed for semester exams on the report card. An exact breakdown of grade calculations is below.

Semester Grade Calculation

For all schools semester grades will be calculated using a fifty-point percentage model:

- A=100-90%
- B = 89-80%
- C = 79-70%
- D = 69-60%
- F = 59-50%
- X (Failing with excessive absence) = 50%
- I (Incomplete)= 50%.

For schools requiring semester assessments:

Semester grades are calculated from two-quarter grades and a semester exam/assessment grade. Each quarter will be 40% of the semester grade and the final semester exam/assessment will be 20% of the grade. The formula for calculating semester grades will be:

$$(Q \times .4) + (Q \times .4) + (E \times .2) = \text{Semester Grade}$$

For schools NOT requiring semester assessments:

Semester grades are calculated by averaging the two-quarter grades. Each quarter will be 50% of the semester grade. The formula for calculating semester grades will be:

$$(Q \times .5) + (Q \times .5) = \text{Semester Grade}$$

Percentages for final quarter grades and the semester exam/assessment percentage will also automatically round up to the nearest whole percentage at the half percent mark and higher. For example, a student who has a quarter-one percentage of 89.5% will round up to 90%.

If a student fails 2 quarters with a 50% floor, or one quarter and the exam with a 50% floor, that student will not earn credit in that class for that semester. If a student does not sit for a semester exam or fails to complete a semester assessment (marked in Gradebook as an "I"), the percentage used in the semester grade calculation will be 0%.

Information on semester assessments:

Semester assessments will be determined by school-based content departments. School content departments will select from a list of options agreed upon by the Content Curriculum Department and Content Curriculum Council. Each of the approved semester assessment options must allow for modifications and accommodations appropriate for Students with IEP, LEP, or 504 plans as determined in consultation with building Intervention Specialists and/or ESL Teachers/Specialists. Semester assessment options determined by the Curriculum Department and Curriculum Council may include but are not limited to:

- Common Exam
- Modified Common Exam by School (modified in consultation with the Curriculum Department and Curriculum Council).
- Project-Based Learning Assessment (selected from the Curriculum Council's approved projects, frameworks, templates, or rubrics)
- Portfolio-Based Assessment (selected from the Curriculum Council's approved portfolio frameworks, templates, or rubrics)

All semester assessment options will be aligned with the content and course curriculum maps, guides and the expectations of Ohio's Learning Standards. They will be available for school departments to review on the first Teacher work day of the school year. If a school decides to develop its own version of one of the options above, it must be submitted to the Curriculum Department for approval by the second Friday in September. The ILT, in conjunction with the administration, will review how to support the scheduling of these options if departments choose different options. The school ILT should approve the school-based Department Semester Assessment plan by the end of the September ILT.

Teacher Responsibilities

Teachers and district administration shall communicate to students and their caregivers the performance standards students must meet, the meaning of district assessment scores and how grades and rubric scores are determined. Teachers are expected to have documentation for grades and rubric scores assigned.

Teachers shall fully explain to their students their expectations for classroom performance and provide students with a clear understanding of how grades are determined. This explanation should be given at the outset of the course and reinforced periodically throughout the year (minimally at the beginning of each quarter).

Teachers whose students are served by a specific educational program shall assign grades according to the procedures for that educational program outlined in the following pages of this document.

The Teacher and Principal shall attempt to resolve challenges regarding the report card grade through a collaborative effort between the parties involved.

(See Section 400.4.h of the Collective Bargaining Agreement)

Progress Reports

A progress report must be sent home by the Teacher to the caregiver at any time during the grading period when it becomes evident that the student is performing unsatisfactorily. Progress reports will be disseminated to all students at mid-grading of the grading period. Progress reports will reflect earned grade/performance evaluations up to that point in time.

Prior to the end of the grading period, if the student shows a decline in performance, parents are to be notified. This notification must be made in writing. It is the Teacher's responsibility to award a grade commensurate with the student's performance.

A student will not be issued a grade of F in any class without documentation of prior communication. In addition to the Progress Report, Teachers use various forms of communication such as Talking Points, Dojo, email, etc. One or more than one mode of communication may be needed.

Documentation of appropriate interventions should be available.

Report Card Preparation

All schools shall use the District's standard computer-generated report card appropriate for the school level as the primary means of reporting student progress. Report cards are to be issued for all students, K-12, four times a year according to the schedule established in the District's calendar.

In conjunction with the above, Teachers and schools must adhere to the following requirements:

- Report card grades are to provide the student and/or student's caregiver with an objective evaluation of the student's academic achievement, effort and discipline, as well as the student's attendance, including absences and tardiness.
- Students and caregivers are to be advised of the grading criteria employed in the school, grade level, class and/or course prior to the beginning of the grading period. Students and their caregivers are also to be advised of district-wide standards for promotion and graduation according to the student's current grade level.
- Grades are representative of the skills and knowledge needed to demonstrate mastery of the grade-level state standard.

- For students with exceptionalities, appropriate supports are established to facilitate an accurate demonstration of the student's abilities to provide equal access to a Free Appropriate Public Education (FAPE).
- Engagement, behavior and effort grades are to reflect objectively the student's progress, independent of academic achievement. Standards for grading in these areas are to be explained to the students and caregivers and should not have an impact on the academic grade students receive.

Excessive Absence (K-6)

The grade of X indicates failure with excessive (10 days or more) excused and unexcused absences. Attendance alone shall not be a factor in determining grades. A student who is failing due to poor performance and has been absent excessively may be assigned a grade of X.

Excessive Absence (7-12)

The grade of X indicates failure with excessive (~70 class periods or more in a quarter) excused and unexcused absences. Attendance alone shall not be a factor in determining grades. A student who is failing due to poor performance and has been absent excessively may be assigned a grade of X.

The grade of X may not be recorded as an examination grade. A grade of I (Incomplete) should be recorded for any exam absence. The I will be converted to the appropriate letter grade after make-up privileges have been determined and executed. Exam grades of I will be converted to exam grades of F if a change in the exam grade is not reported.

ELEMENTARY/INTERMEDIATE GRADE LEVEL PROGRESSION PROCEDURES (PreK-8)

Kindergarten Readiness (PreK)

All children ages 3 and 4 have access to high-quality preschool programs. Non-academic factors, such as behavior, shall not determine transition into Kindergarten. A child must be age 5 prior to October 1 to be eligible for Kindergarten.

Elementary/Intermediate Progression Criteria (K-8)

Non-academic factors, such as behavior, shall not factor into promotion decisions related to coursework and letter grades.

[Grade Level Progression One-Pager](#)

Timeline for Elementary/Intermediate Grade Promotion

Promotion decisions, excluding Third Grade Reading Guarantee mid-year promotion, shall occur at the end of the school year, but no later than the first day of the first quarter. For students enrolling after this time, promotion shall occur within the first 48 hours following enrollment.

HIGH SCHOOL COHORT PROGRESSION CRITERIA (9-12)

In the first year of their cohort, the focus becomes obtaining the necessary credits for graduation rather than moving from one grade level to the next. Designations of grade levels in high school are proxies for credits only. For example, a student classified as a “junior” may be taking or re-taking a course that would traditionally be considered a “sophomore” course. Therefore, high school progression procedures refer to credits earned on the path to graduation.

District Cohort Criteria

Pathway to Graduation

For official records, student classification in high school will be determined by the following criteria and according to the coursework required for graduation.

To be on track for graduation:

Year 1	a student should earn 5 or more credits.
Year 2	a student should earn at least 10 credits.
Year 3	a student should earn at least 15 credits.
Year 4	a student should earn at least 20 credits.

****In order to obtain credit, a student must earn a letter grade of D or higher in a course.***

OHIO GRADUATION REQUIREMENTS

Credits

Students must earn a minimum total of 20 credits in specified subjects **and** pass ALG1 and ELA II EOCs in order to graduate high school.

The specific credits required by subject area are:

4 credits	English Language Arts
4 credits	Mathematics
3 credits	Science
3 credits	Social Studies <ul style="list-style-type: none">● Course selection must include:<ul style="list-style-type: none">○ American History○ American Government○ World History and Civilizations
½ credit	Physical Education

½ credit	Health
5 credits	Electives <ul style="list-style-type: none"> ● Course selection must include: <ul style="list-style-type: none"> ○ 1 credit of a Fine Art (e.g., music, art, etc)
½ credit	Financial Literacy <ul style="list-style-type: none"> ● Class of 2026 and Beyond: <ul style="list-style-type: none"> ○ For students entering high school for the first time on or after July 1, 2022, one-half credit of financial literacy that students can substitute for a one-half credit elective OR a one-half credit of math required for graduation. ○ The one-half credit of math cannot be Algebra 1 (or Math 1 if using an integrated approach), Geometry (or Math 2 if using an integrated approach), Advanced Computer Science or Algebra 2. ○ Financial literacy cannot count for social studies credit

*** Note: Some high schools may require additional credits for graduation. Students should contact the school counselor for more information.**

Credit Flexibility

In compliance with Section 3313.603 of the Ohio Revised Code, Cincinnati Public Schools offers students opportunities to earn first-time high school credit through a credit flexibility program. There is no requirement that a student has taken and failed the course prior to accessing credit flexibility. Students may earn credits in this program using the following three options:

Option A: College Credit Plus (formerly PSEO or dual enrollment).

Option B: Test out or otherwise demonstrate mastery of course content.

Option C: Pursue a student-designed educational option.

"Credit flex" shifts the focus from evaluating student learning based on "seat time" to assessing students' demonstrated academic and skill levels or performance. With "credit flex," students have options to show what they know, earn credit(s) and move on to higher-order content. It is especially useful in providing rich learning opportunities for students whose interests (and /or performance) extend beyond the general curriculum.

It is important to note that there are specific guidelines and timelines that must be followed to be considered for participation in Cincinnati Public Schools' credit flexibility program. Students choosing to pursue credit through credit flexibility should review these guidelines carefully.

Credit Recovery

- If the credit is recovered with the original Teacher of record, within the same academic year the course was taken, the original grade will be changed by that Teacher.
- If the credit is recovered by other means (i.e. Edgenuity, Summer Scholars, intervention), the Credit Recovery course grade stands alongside the original course failure and does not replace it.
- A student should not obtain credit(s) through Edgenuity, or by any other means, without working with the Teacher of record.

Competency

Students must pass the Algebra I and English II Ohio State Tests OR choose an alternative pathway.

- **Alternative Pathway:** Students who do not pass the required End of Course Exams on their first attempt must retake the test(s) at least once before choosing an alternative pathway

Graduation Seals

The state of Ohio has created 12 diploma seals for students to demonstrate academic and technical skills for college, careers, the military or other professions. Each seal allows students to establish knowledge and skills essential for future success in pathways beyond high school.

Students must receive at least two seals, one of which must be state defined, in order to earn a diploma.

Graduation Plan

In accordance with Ohio law, each student, beginning in year 1 of their cohort and continuing on through high school graduation, is required to develop and maintain a graduation plan.

The graduation plan:

- must be developed by the student and a representative of the district This is completed by School Counselors
- or school and updated each school year in which the student is enrolled in the district or school until the student qualifies for the high school diploma. The district or school must invite the student's parent, guardian or custodian to assist in the development and updating of the graduation plan.
- must address the student's academic pathway to meet the curriculum requirements specified by the district or school and satisfy graduation conditions.
- documents the student's progress and/or deficiency in meeting the terms of a graduation plan.

- must be used as both a criterion and a procedure for identifying at-risk students in the district or school's policy on identifying students at-risk of not qualifying for a high school diploma (outlined below).
- supplements and enhances a school district's policy on Career Advising.
- may be a student's individualized education program (IEP) in lieu of a separate graduation plan under the above criteria, if the individualized education program contains academic goals substantively similar to a graduation plan.

Click [here](#) to access the Counselor CPS Student Graduation Plan template

Individualized Graduation Progression

Many high school students must make progress toward graduation despite challenging personal circumstances, including, but not limited to, interrupted education, homelessness, previous retention through course failure and/or the need to work to support themselves or their family.

To ensure that these students graduate despite these circumstances, schools must offer an individualized graduation progression plan with options for flexible scheduling of the school day, credit flexibility and remote learning to make graduation requirements attainable. [Board Policy 5462](#)

PROCEDURES FOR GRADING WITHIN SPECIFIC EDUCATIONAL PROGRAMS

Advanced Placement (AP)

Courses in this program are comparable to college-level work and, as such, are afforded grades on a weighted 5.0 scale. Enrollment in an Advanced Placement course will be afforded to any student who is on track to graduate and willing to accept the challenge of an AP course. In the period between the Q1 midterm grade reporting and end of Q1, a grade roster review will be performed to determine current and prospective student success with the option of removing the student from the course to a more academically appropriate course.

Any student who is enrolled in an Advanced Placement course is expected to take the exam. Exam costs, for students who attend Title I schools or who are afforded free/reduced lunch status, will have the cost of the exam covered by Cincinnati Public Schools. Students not meeting these criteria will be responsible for the cost of the exam(s). If a student fails to attend the exam, they will be assessed the unused test fee imposed on the district by the College Board.

College Credit Plus

High school students in 7th -12th grade may earn both college and high school credit by accessing College Credit Plus under the guidelines set forth by the program and the ORC 3365.02. Students must meet all deadlines and work with school personnel for scheduling.

In addition, our high schools are dedicated to providing a variety of educational opportunities that are rigorous and promote post-secondary education. The district, in affiliation with local colleges, provides opportunities for high school students to achieve both college and high school credit through the following means:

- Courses that are co-taught by members of both the high school and college faculty.
- Courses are available from the local colleges on their campuses.

English Language Learners (ELL) on a Limited English Proficient (LEP) Accommodation Plan

Grading of ELLs should reflect the use of daily instructional and testing accommodations and must not penalize the student for not yet being fully fluent in English. ELLs will receive grades based on accommodations or alternative assignments appropriate to the student's language proficiency level as outlined in the LEP Accommodation plan and in consultation with LEP case managers.

An ELL student may not fail a course or be retained without the consultation and input of an ESL Teacher/Specialist or an ESL School Psychologist. An ELL may not fail a course or be retained without evidence from the Teacher that:

- the student has been provided with an educationally sound English language support program
- the student is failing or being retained for reasons other than lack of English proficiency.

If a student is at risk of failure or retention, documentation supporting all of the following must be presented and discussed with the ESL Teacher/Specialist or ESL School Psychologist:

- The reason for failure or retention is other than the student's lack of English proficiency;
- The student has been given meaningful access to the district's core academic program through language support strategies based on sound theory and widely accepted good practice (i.e. SIOP strategies);
- The LEP plan accommodations have been used on a regular basis; and
- The student is making less progress than what would be expected of students with similar language background and academic experiences.

When sufficient evidence of the above is not available, the ESL Teacher/Specialist or ESL School Psychologist may initiate a Resolution of Disagreements process with the building Principal and Teacher assigning the failing grade or recommending for retention and may request the appointment of a Grade Appeal Team if the policy violation is not resolved at the building level. Inclusion of a parent, guardian, and/or family advocate in the Resolution of Disagreements process is strongly encouraged.

Special Programs/Home Instruction

In selected special programs such as in-school tutoring, hospital instruction and home instruction, grades may be determined by combining individual instruction and classroom performance. When a student receives home instruction for 75% or more of the grading period, the home instruction Teacher assigns the grades. If a student receives home instruction for less than 75% of the grading period, the classroom Teacher assigns the grades. The Teacher who is teaching the student at the time grades are due is responsible for obtaining grades from the other Teacher.

Students with Disabilities (SWD) with an Individual Education Program (IEP)

Students with an IEP receive classroom grades based on their progress towards Ohio's Learning Standards or Ohio's Learning Standards-Extended. When the student is included in general education courses, grades must be determined collaboratively between the general educator and the Intervention Specialist.

In addition to classroom grades, students with an IEP also receive regular reports that demonstrate progress toward the IEP goals. These progress reports are issued as often as report cards are sent home and are written by the student's intervention specialist.

Intervention Specialists responsible for core academic instruction will determine grades for the students with disabilities in those courses.

DISTRICT POLICY: PROMOTION, RETENTION AND ACADEMIC ACCELERATION

Promotion

At the end of each academic year or course, Teachers make decisions based on how well students have mastered the Ohio Department of Education (ODE) Standards.

A student will be promoted to the succeeding grade level when the student has:

- completed all course requirements of the presently assigned grade level;
- achieved the instructional objectives set forth in the present grade level as determined by district staff;
- demonstrated sufficient proficiency to permit the student to move ahead to the educational program of the next grade; and
- met attendance requirements set by the Ohio Department of Education and the Cincinnati Board of Education.

Interventions through Multi-Tiered Systems of Support (MTSS) will be documented and put into place when a student shows signs of being at risk for not achieving sufficient proficiency in the standards and developmental milestones. The student's caregiver should always be a member of the team determining the interventions needed to help the student make adequate progress.

Retention

Retention is known to negatively impact future academic outcomes for students. The tiered systems of support (MTSS), including academic and social/emotional interventions, are used in place of retention and course failure to address unfinished learning and social emotional needs. Supports are put in place to mitigate the student's failure to meet learning outcomes at the current grade level or course and continue in the following grade level or course after the student is promoted. Therefore, it is the policy of the District to promote students and address unfinished learning within the critical works of the grade, rather than retain students.

A student may be retained when the student, despite intervention and support, has not met the requirement set forth in this plan for promotion to the next grade level. The caregiver of any child who is to be retained should attend a conference with the Principal/Teacher or designee. If there is a possibility of retention, written communication should be provided to the caregiver as soon as possible, but no later than the first day of the 4th quarter.

Academic Acceleration

An acceleration evaluation committee will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration) or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration) based on the ODE-approved assessment process.

Upon referral, the student's Principal or the designee shall convene an acceleration evaluation committee to determine the appropriate learning environment for the referred student. This committee shall include the following:

- a caregiver or a representative designated by that caregiver;
- a gifted education coordinator or gifted intervention specialist, or if neither is available, a school psychologist or 7-12 school counselor;
- a Principal or Assistant Principal from the student's current school;
- a current Teacher of the student; and a Teacher at the grade level or course to which the student may be accelerated.

Notable Consideration:

SLIFE students are at higher risk for withdrawal or no-show, many times as a result of age. Suggestions: If students are >2 years older than typical students in the enrolled grade level, specialized services for promotion and accelerated learning should be considered.

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the student. The acceleration evaluation committee will consider the student's own thoughts on possible accelerated placement in its deliberations. In the

event that career-technical programs are considered for acceleration, a career-technical educator shall be consulted as a part of the evaluation. [Board Policy 5411](#)

GENERAL APPENDIX

Appendix A: [Grade Level Progression One-Pager](#)

Appendix B: Types of Programs

Students in Cincinnati Public Secondary Schools participate in either a general or special instructional program. Students in special programs follow the standards for the course or those instructions for a modified program required by the student's Individualized Education Program (IEP)

Program Type	Description
General Education	Courses are designed to meet Ohio's Learning Standards . The following courses are designed to prepare students for the Ohio State End-of-Course Exams: <ul style="list-style-type: none"> – Algebra I – Geometry – Biology – American History – American Government – English II
Advanced Academic (AA)	Courses in this program are designed to exceed Ohio's Learning Standards . Topics will be studied in more depth and additional topics will be studied. AA courses in grades 9 and 10 are designed to prepare students for AP courses in grades 11 and 12. AA courses in grades 11 and 12 are appropriate for students who would like a more in-depth course without the requirement of an AP course.
English Language Learners (ELL) on a Limited English Proficient (LEP) Accommodation plan.	Students who have been determined to have special language needs have an LEP plan. The LEP plan specifies the student's program and includes their level of English proficiency in the areas of listening, speaking, reading and writing.
Students with Disabilities (SWD)	Students who have been determined to have an identified disability or disabilities have an IEP. The IEP outlines a student's individual goals, specially designed instruction and any

with an Individual Education Plan (IEP)	accommodations or modifications, as well as their Least Restrictive Environment (LRE). All students with an Emotional Disturbance are required to have a Behavior Intervention Plan (BIP).
Career & Technical Education	State-approved program consisting of career-focused courses and experiences designed to prepare students for success in postsecondary education and the workplace.
CTAG (Statewide Articulated Credit)	Career tech courses identified by ODE and OHE as eligible for college credit and transferable to Ohio’s public colleges and universities. Credit transcribed upon enrollment in post-secondary institutions.
Bilateral Articulation (Local Articulation)	An agreement between a Career & Technical school and a two or four year institution transcribed to a student upon enrollment in the partner post-secondary institution.
College Credit Plus	<p>High school students in 7th -12th grade may earn both college and high school credit by accessing College Credit Plus under the guidelines set forth by the program and the ORC 3365.02. Students must meet all deadlines and work with school personnel for scheduling.</p> <p>In addition, our high schools are dedicated to providing a variety of educational opportunities that are rigorous and promote post-secondary education. The district, in affiliation with local colleges, provides opportunities for high school students to achieve both college and high school credit through the following means:</p> <ul style="list-style-type: none"> Courses that are co-taught by members of both the high school and college faculty. Courses are available from the local colleges on their campuses.
Online Learning	Students may have the option of online or distance learning programs as approved by the district. All district guidelines apply to any of the courses used to earn credit.

<p>Credit Flexibility</p>	<p>In compliance with Section 3313.603 of the Ohio Revised Code, Cincinnati Public Schools offers students opportunities to earn first-time high school credit through a credit flexibility program. There is no requirement that a student has taken and failed the course prior to accessing credit flexibility. Students may earn credits in this program using the following three options:</p> <p>Option A: College Credit Plus (formerly PSEO or dual enrollment).</p> <p>Option B: Test out or otherwise demonstrate mastery of course content.</p> <p>Option C: Pursue a student-designed educational option.</p> <p>"Credit flex" shifts the focus from evaluating student learning based on "seat time" to assessing students' demonstrated academic and skill levels or performance. With "credit flex," students have options to show what they know, earn credit(s) and move on to higher-order content. It is especially useful in providing rich learning opportunities for students whose interests (and /or performance) extend beyond the general curriculum.</p> <p>It is important to note that there are specific guidelines and timelines that must be followed to be considered for participation in Cincinnati Public Schools' credit flexibility program. Students choosing to pursue credit through credit flexibility should review these guidelines carefully.</p>
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Appendix C: Policy Details

Promotion and Retention - [Board Policy 5410](#)

The Board of Education recognizes that the personal, social, physical and educational growth of students will vary and that they should be placed in the educational setting most appropriate to the student’s needs at the various stages of their growth.

It is the Board's intent that each student successfully promote in a continuous pattern of achievement and growth in harmony with the student’s own development.

Such a pattern should coincide with the system of grade levels established by the Board and the instructional objectives established for each.

- **Promotion -**

A student shall be promoted to the next grade level when it is in the best interest of that student's academic achievement as well as the student's social and emotional development.

In such cases that the professional staff and/or parent/guardian of the student believe that the student is not meeting instructional objectives for the assigned grade or is not demonstrating the degree of social, emotional and physical maturation necessary for the assigned grade, then a team will be convened to determine the tiers of support needed for that student to address their needs in the current grade, as well as after promotion. This team will consist of the classroom Teacher, parent/guardian and any relevant specialized staff, including but not limited to Intervention Specialists, School Counselors and School Social Workers.

A student shall not be promoted to the next grade level if the student has been truant for more than ten percent of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade unless the student's Principal and the Teachers of any failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

- **Retention -**

Retention is known to negatively impact future academic outcomes for students. The tiered systems of support, including academic and social/emotional interventions, are used in place of retention and course failure to address unfinished learning and social emotional needs. Supports are put in place to mitigate the student's failure to meet learning outcomes at the current grade level or course and continue in the following grade level or course after the student is promoted. Therefore, it is the policy of the District to promote students and address unfinished learning within the critical works of the grade, rather than retain students.

Notable exceptions include compliance with retention in accordance with Third Grade Guarantee Guidelines and parent/guardian requests. In either of these exceptional cases, a student who has been retained may be placed at the next grade level at the earliest point possible, including mid-year promotion, once they demonstrate reading skills at or above grade level or when it is determined that a student was retained for reasons out of alignment with the policy.

Consideration shall be given, where possible, to partial retention and remediation, rather than full grade level retention. To the extent possible, the Superintendent will develop procedures for students to advance through an individual progression plan that aligns with the curriculum.

To the extent possible, retention / promotion decisions should be made through a collaborative effort between the parents, Teachers and Principal. If a dispute about a promotion / retention decision cannot be resolved through collaboration, the Principal may request a district audit team composed of Teachers and administrators and parents to examine the Teacher's documentation and, if needed, evaluate the student's proficiency using student work. School Counselors, parent/family advocates, or a school ombudsperson may also be involved in the audit. Such team shall consider the view of the parent.

Academic Acceleration - [Board Policy 5411](#)

Academic acceleration may involve whole-grade acceleration or individual subject acceleration. Academic acceleration may occur when a student exceeds the learning outcomes and habits of mind for their current grade level or course of study and demonstrates the ability to do the caliber of work required of students in the next grade level or course.

Grading - [Board Policy 5421](#)

The Board of Education recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers and parents judge properly how well the student is achieving the goals of the District's program.

The Board believes that the District's grading system should be a reliable system and one that ensures each student's grades signify accurately his/her degree of accomplishment of those expected learning outcomes which are to be stated for each program at every grade level, kindergarten through twelve.

The grading system should not inhibit the professional staff member from learning the strengths and challenges of each student on an individual basis.

Individualized Graduation Progression - [Board Policy 5462](#)

Many high school students must make progress toward graduation despite challenging personal circumstances, including, but not limited to, interrupted education, homelessness, previous retention through course failure and/or the need to work to support themselves or their family.

To ensure that these students graduate despite these circumstances, schools must offer an individualized graduation progression plan with options for flexible scheduling of the school day, credit flexibility and remote learning to make graduation requirements attainable.

Appendix D: Glossary of Terms

- **Multi-Tiered System of Supports (MTSS)** - A multi-tiered system of supports (MTSS) is an integrated framework used to respond to the academic, behavioral, and social emotional needs of each student. The District's MTSS integrated framework uses high-quality, universal instruction & evidenced based interventions/enrichment to support the success of each student.