

June 27, 2018

**AMEND BOARD REPORT 04-0128-PO1**  
**AMEND BOARD REPORT 01-1024-PO2**  
**POLICY ON HIGH SCHOOL PROMOTION**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

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

**POLICY TEXT:****Introduction**

The Chicago Board of Education believes that promotion from one grade in high school to the next must indicate that students have passed a series of academically challenging courses in the core subject disciplines of English, Mathematics, Science, and Social Sciences, as well as courses in other areas such as world languages, fine arts, physical education, and career education that are aligned with the Illinois Learning Standards. Students who successfully earn course credits should display their understanding of and competency in course subject matter through both standardized exams and appropriate assignments and assessments developed by teachers. ~~The Chicago Board of Education also recognizes that students must attend classes in order to achieve their highest levels of learning. Therefore, students who fail or refuse to attend their classes may not receive the course credits necessary for promotion into the next high school grade.~~ This promotion policy requires that the city's high school students demonstrate genuine academic achievement and a commitment to learning in order to make progress toward earning their high school diplomas.

**I. Definitions**

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

**II. Promotion Requirements**

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

**A. Ninth Grade Promotion**

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

**B. Tenth Grade Promotion**

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

~~All tenth grade students must have completed at least twenty (20) hours of community service learning in order to be promoted to the eleventh grade.~~

**C. Eleventh Grade Promotion**

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

~~**D. Class Attendance**~~

~~Students must attend their classes in order to learn and retain course subject matter. Consequently, students' success in earning credits towards promotion shall be determined by attendance in class as well as by performance on academic assignments. Therefore, students who have unexcused absences in 20% or more of the classes in a particular course during the period for which a unit of credit is earned shall not pass the course and shall receive no credit towards promotion.~~

**D. Service Learning**

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

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

**III. Assessment of Student Work**

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

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

#### **IV. Bilingual/English Language Learners**

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

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

##### **B. Third Year English Language Learners**

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

#### **V. World Language accommodations for Immigrant Students**

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

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

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

#### **VI. Students With Disabilities**

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

#### **VII. Parental Notification**

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

**VIII. Exemptions**

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

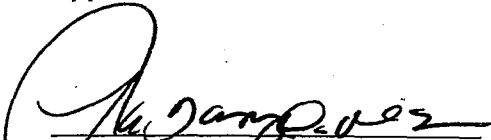
- A. Health issues regarding the student;
- B. Issues related to a student's family;
- C. A student's prior academic history and effort; and
- D. Other extenuating circumstances.

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

**VIII IX. Summer School Credit**


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

Approved for Consideration:



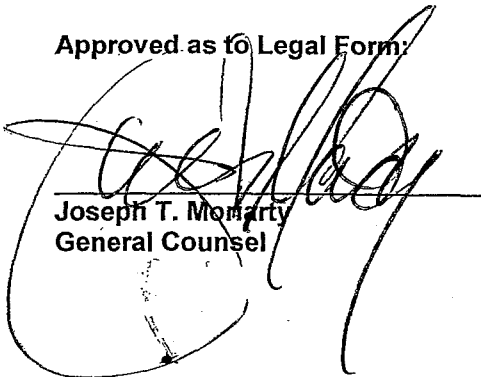
LaTanya D. McDade  
Chief Education Officer

Approved:



Janice K. Jackson, EdD  
Chief Executive Officer

Approved as to Legal Form:



Joseph T. Moriarty  
General Counsel