

Chicago Public Schools Policy Manual

Title: ELEMENTARY SCHOOL PROMOTION

Section: 605.2

Board Report: 09-1028-PO2

Date Adopted: October 28, 2009

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board amend Board Report 07-0926-PO1, the Elementary School Promotion Policy.

PURPOSE:

The purpose of this policy is to provide the standards and guidelines for the promotion and retention of elementary school students. In providing these guidelines, the Board demonstrates its commitment to several key objectives: (1) promoting high educational standards for its students; (2) ensuring that there is consistency in the educational opportunities provided to all students; (3) implementing a plan of system-wide monitoring to verify that the quality of instruction and type of instructional materials provided to students are calculated to achieve student mastery of the skills and knowledge which are assessed in making promotion decisions; (4) early identification of at-risk students and the implementation of systematic academic intervention as the most effective method to help all children achieve success in school and avoid grade retention; and (5) ensuring that the District's educational objectives are met in a fair and non-discriminatory manner.

POLICY TEXT:

I. Definitions

Unexcused absences: Shall be as defined in the Board's Absenteeism and Truancy Policy, Board Report 06-0222-PO2, as amended.

District-wide assessment (DWA): The district-wide assessment will be either the norm-referenced component of the Illinois Standards Achievement Test (ISAT) (using the highest score from the last two annual assessments) or other norm-referenced assessment administered by the district or the summer assessment.

District-wide writing assessment (DWVA): The district-wide writing assessment is administered by the district to eighth grade students who are also required to take the ISAT. The DWVA will evaluate a student's written communication skills and proficiency using centrally-developed writing prompts which represent one of the two ISAT eighth grade writing types (persuasive or narrative). The DWVA will be aligned to the Illinois Writing Framework and will assess a student's mastery of Illinois State Goal 3.

Satisfactory completion of summer school: Shall mean a student, who: (1) has a summer school attendance record of no more than three (3) unexcused absences; and (2) has received a passing grade on the summer report card in both reading and mathematics, and (3) for an 8th grade student (except ELLs), has also received a passing grade on the summer report card in writing. For students selected to participate in the CPS pilot differentiated summer school program, satisfactory completion of summer school shall mean, passing grade(s) in the subject(s) designated for the student by the Chief Education Officer (either mathematics, reading or writing, or any combination thereof) and has a pilot differentiated summer school attendance record of no more than three (3) unexcused absences.

Summer school: Shall mean the summer studies program, or combination of programs, identified for a student by the Chief Education Officer, that is aligned to a student's educational needs. For instance, an ELL student who fails to satisfy the promotion criteria may be identified for placement by the Chief Education Officer in a summer school program designed for ELLs. Further, the Chief Education Officer may establish a pilot differentiated summer school program whereby select students receive concentrated instruction in a particular subject area(s). The Chief Education Officer shall by April 30, 2010 report to the Board on the pilot differentiated summer school program including, but not limited to, student selection criteria and projected student participants.

Benchmark Grades: Grades third, sixth and eighth are considered benchmark grades.

Personal Learning Plan: A plan developed by the school for a retained student that may include, as appropriate, in-school, after-school, year-round components and other interventions developed with the principal, counselor, teacher and parent(s) that target the student's assessed learning deficiencies.

II. Elementary School Promotion Standards For Students in 3rd, 6th and 8th Grades

Students in the benchmark grades will be promoted to the next grade if they possess the knowledge and skills appropriate to their grade levels as demonstrated on multiple measurements by their academic performance, attendance, DWA scores and DWWA scores as described below.

A. Achievement Level 1 (Within Range)

Students in the benchmark grades have Achievement Level 1 status when their DWA reading and mathematics scores are both at or above the 24th National Percentile Ranking.

Students in the benchmark grades with Achievement Level 1 DWA scores will be reviewed to see if they also meet the following criteria:

Academic Performance

1. Final report card grade in reading "C" or better for the academic year. A report card grade of "C" shall, at a minimum, reflect satisfactory unit test scores in reading and consistent completion of homework assignments during the year.
2. Final report card grade in mathematics "C" or better for the academic year. A report card grade of "C" shall, at a minimum, reflect satisfactory unit test scores in mathematics and consistent completion of homework assignments during the year.

Attendance

3. No more than nine (9) unexcused absences.

Academic Performance in Writing (applicable to eighth grade students only)

4. Final report card grade in writing "C" or better for the academic year or passing score on the DWWA

Those students who meet all applicable Academic Performance and Attendance criteria noted above shall automatically be promoted to the next grade level.

Those students who fail to meet all applicable Academic Performance and Attendance criteria noted above shall be promoted to the next grade only upon satisfactory completion of summer school.

B. Achievement Level 2 (Below Range)

Students in the benchmark grades have Achievement Level 2 status: (a) when their DWA reading and mathematics scores are both below the 24th National Percentile Ranking, or (b) when one of their DWA scores (either reading or mathematics) is below the 24th National Percentile Ranking, or (c) when they have no DWA scores in either reading or mathematics, except for those students who are not required to take the ISAT.

Students in the benchmark grades with Achievement Level 2 DWA scores will be reviewed to see if they also meet the following criteria:

Academic Performance

1. Final report card grade in reading "C" or better for the academic year. A report card grade of "C" shall, at a minimum, reflect satisfactory unit test scores in reading and consistent completion of homework assignments during the year.
2. Final report card grade in mathematics "C" or better for the academic year. A report card grade of "C" shall, at a minimum, reflect satisfactory unit test scores in mathematics and consistent completion of homework assignments during the year.

Attendance

3. No more than nine (9) unexcused absences.

Academic Performance in Writing (applicable only to eighth grade students)

4. Final report card grade in writing "C" or better for the academic year or passing score on the DWWA.

All students in the benchmark grades with Achievement Level 2 DWA scores will be required to attend summer school. The following additional requirements for promotion apply based on whether the student satisfied the Academic Performance and Attendance criteria noted above:

- a. Those students who meet all applicable Academic Performance and Attendance criteria noted above shall be promoted to the next grade only upon satisfactory completion of summer school.
- b. Those students who fail to meet all Academic Performance and Attendance criteria noted above will be promoted to the next grade only upon (a) satisfactory completion of summer school, and (b) scoring at or above the 24th percentile on the mandatory end of summer school assessment in the subject(s) where the students' DWA score is below the 24th percentile.

C. Review of Promotion Status

1. Automatic Review of Academic Performance, Attendance, and Writing

The performance of all benchmark grade students shall be *automatically* reviewed through a centralized process. The District shall maintain a centralized process that is applied consistently throughout the District for determining whether any benchmark grade student should be promoted. Immediately after the District receives the DWA test results, appropriate District officials shall identify the Achievement Level status of all benchmark grade students. If a student's DWA results are incomplete or inaccessible through no fault of the student, the Office of P – 12 Management shall make a promotion determination using the best available data consistent with the standards described in this Policy.

2. Parent Notification

During the last week of school following the automatic review process, parent(s)/guardian(s) of all benchmark grade students shall receive notification regarding the promotion of their child(ren). The parent(s)/guardian(s) of students who cannot be promoted in June shall be informed by mail and by notice provided to the student that, in order to be promoted to the next grade in August, their child(ren) must: (1) attend and successfully complete summer school/program; (2) have a summer school attendance record of no more than three (3) unexcused absences; (3) receive passing summer school grades in reading and mathematics and, as applicable, passing grade in writing; and (4) in the case of students who are required to take the summer assessment in one or more subjects, score at or above the 24th percentile in the required test(s).

3. Parent Appeal

For students in benchmark grades, at the end of summer school, parents/guardians will receive a promotion determination notice identifying whether their child satisfies all the requirements for promotion. Parents/guardians shall have five calendar days following the receipt of the promotion determination notice to submit in writing to the Chief Education Officer or designee an appeal to review their children's academic performance or attendance records. As part of the appeal the parent/guardian may provide any additional information regarding their child that would justify waiving the requirements set forth in this policy and promoting the students to the next grade. For students in non-benchmark grades, parents/guardians may appeal a promotion determination pursuant to procedures established by the Office of P-12 Management.

D. Additional Elementary Promotion Requirements

All elementary students must pass the United States and State of Illinois Constitution tests in order to graduate and continue on to high school. English Language Learners (ELLs) may take

the Constitution tests in English or it may be administered in their native language, as deemed appropriate in the judgment of the classroom teacher in consultation with other knowledgeable persons, including the parents. Achievement Academies will offer Constitution tests for students who have not successfully completed this requirement.

E. Promotion of Students with Disabilities

Students with disabilities (including English Language Learners with a disability) receiving special education and related services under an Individual Education Program (IEP) are expected to meet the same promotion criteria as their non-disabled peers. For standardized testing, students with disabilities must be provided the accommodations/modifications outlined on their IEP. The designated DWA scores and other criteria used to determine promotion as described in this policy shall apply to students with disabilities unless the IEP modifies the promotion criteria in whole or in part. Promotion decisions that are based on standardized test scores can only be made if the student was afforded the accommodations/modifications that are delineated on the student's IEP.

IEPs are reviewed annually. The Office of Specialized Services mandates that during these annual reviews of IEPs that promotion decisions for students with disabilities are made in conformance with their IEPs and that the IEP contain full and complete information concerning the promotion criteria.

Students receiving accommodations/modifications pursuant to a Section 504 plan may not have the promotion criteria described herein modified. For standardized testing, students on a 504 plan must be provided the accommodations/modifications outlined on their 504 plan. Promotion decisions that are based on standardized test scores can only be made if the student was afforded the accommodations/modifications as indicated on the 504 plan.

F. Promotion of English Language Learners (“ELL”)

An ELL student's DWA score is not considered for promotion purposes.

ELL students in the benchmark grades shall be promoted to the next grade if they possess the knowledge and skills appropriate for their grade level as demonstrated by the following:

1. **Academic Performance:** The student has a final report card grade of “C” or better in reading and mathematics for the academic year. A report card grade of “C” shall, at a minimum, reflect satisfactory unit test scores in reading and mathematics and consistent completion of homework assignments during the year.
2. **Attendance:** The student's attendance record during the academic year has no more than nine (9) unexcused absences.

ELL students in the benchmark grades who fail to meet the Academic Performance and Attendance criteria noted above shall be promoted to the next grade only upon satisfactory completion of summer school.

In those instances when the DWVA is administered to eighth grade ELL students it shall not be considered for promotion purposes.

The academic performance of ELL students will be evaluated in the language of instruction.

An ELL student may not be retained based on their English Language Proficiency level regardless of Bilingual Program Year. The Office of Language and Cultural Education shall identify language support offerings to assist ELL students during the school year and, where possible, during the summer. The parent of an ELL student may appeal a retention determination in accordance with the procedures set out in Section II.C.3 of this policy.

G. Incoming Students

Students who were previously enrolled in private schools or other school districts who enroll in the Chicago Public Schools in any grade may be evaluated for appropriate grade placement. Further, schools shall follow the Office of Specialized Services' bulletin on students with disabilities transferring from other school districts.

H. Academic Centers

Eighth grade students attending an Academic Center, as described in the Board's Magnet Schools and Programs Policy, are enrolled in a high school and taking high school level courses and therefore are not subject to the requirements of this policy.

III. RETENTION

Students in grades 1-8 can be retained in a grade for a second year **only one time during the following grade cycles: 1-3, 4-6 and 7-8**. Students in the benchmark grades who are required to attend summer school who do not satisfactorily complete summer school will be retained in the grade they were in the previous year if holding them back would constitute a first retention. However, if retaining a student would be a second retention within a grade cycle, the student shall, upon completion of summer school, be promoted to the next grade, or, for eighth graders and other qualifying students, to an Achievement Academy, as described below.

Schools may retain students at non-benchmark grades based on the guidelines issued by the Office of P-12 Management. A parent or guardian may appeal a school's decision to retain a student at a benchmark or non-benchmark grade in accordance with the appeal procedures set out in Section II.C.3. of this policy. Kindergarten students may not be retained.

A. Personal Learning Plan

The school shall develop a Personal Learning Plan for each retained student that may include, as appropriate, in-school, after-school, year-round components and other interventions developed with the principal, counselor, teacher and parent(s) that target the student's assessed learning deficiencies. Each retained student shall participate in a Personal Learning Plan.

B. Achievement Academy Placement

Students who do not meet the promotion requirements described herein will continue at their elementary school except for those students who qualify for placement at an Achievement Academy or other appropriate placement as determined by the Office of P-12 Management. Achievement Academy placements shall be based on a student's age, record of prior grade retention(s) and a determination as to appropriateness of placement. The students described below shall be assigned to an Achievement Academy when the placement is deemed appropriate by the Office of P-12 Management:

1. Students who are 15 years old or will be 15 years old on or before September 1st of the following school year; and/or
2. Students who have been previously retained in the 7-8 grade cycle.

The curriculum of the Achievement Academies provides intensive skill development in reading and mathematics in smaller classroom settings as well as other academic development support.

IV. Parental Notifications During the School Year for All Elementary Grades

A. All principals, teachers, students and parents will be notified in writing of the promotion policy of the District by the first report card pick-up day for parents who pick-up the report card, and by the end of the 12th week for parents who do not pick-up the report card.

B. Principals shall notify parents in writing on a quarterly basis if their child is in danger of receiving a failing grade in reading, mathematics or 8th grade writing. Such quarterly notices shall be in addition to the regular progress reports issued for students in all grades.

1. Student assistance may be provided at the earliest point the child is identified as being at risk of obtaining a failing grade in either reading, mathematics or 8th grade writing.
 2. If the student receives a failing grade in reading, mathematics or 8th grade writing and the parent or guardian does not attend a report card pick-up conference at the end of the first or third reporting period, notification must be sent to the parent by mail. Notification shall include the likelihood of the student attending summer school or being retained for continued lack of academic achievement.
 3. Students in the benchmark grades whose parents have not received a failing notice in accordance with this section IV.B due to satisfactory grades may otherwise be eligible for summer school and possible retention based on their DWA scores or other promotion criteria identified in this policy.
- C.** If a student has accumulated five (5) days of unexcused absences, schools shall notify the parent or guardian by regular mail that the student may be retained and may be required to attend summer school due to lack of attendance.

V. Assessment Validation and Maintenance of Data

ISAT is an assessment developed by the Illinois State Board of Education (ISBE) in coordination with its nationally recognized test development partners. The District annually administers the ISAT to Chicago Public Schools students in accordance with State mandates. The District relies on ISBE's evaluation of the test development, revisions, and construct validity of the ISAT to ensure that testing measures are both accurate and appropriate for the knowledge bases measured and the student populations for which the measures are obtained. In the event the District develops its own assessment, the District will, on a periodic basis, perform similar evaluations on such assessment.

The District will maintain all testing data by race and ethnicity of test-takers and shall annually review this data in regard to students who are promoted and retained pursuant to the requirements of the policy in order to ensure that there is no disparate impact based upon race or ethnicity created by operation of the policy. All such data shall be made available to a parent upon request.

VI. System-Wide Monitoring of Instruction and Instructional Materials

CPS affirms the critical importance of high-quality classroom instruction and use of appropriate instructional materials in fostering student academic achievement. In particular, because student promotion decisions will evaluate, in addition to district wide assessment scores, classroom grades and attendance, CPS will undertake the following steps to ensure that student achievement is maximized, that the utilization of the designated educational criteria is done in a manner that ensures consistency throughout the school system, and that there is a strong alignment between the tests and other assessment criteria, the curriculum and the classroom instruction.

All schools must ensure that instruction is conducted at the correlative grade level for each grade. To promote accountability with this mandate, the Chief Education Officer or his/her designee and the Area Offices will implement a system for monitoring classroom instruction that will include random unannounced classroom visits conducted to confirm that instruction at grade level is occurring and that the assignment of student grades for classroom work is consistent with CPS policy.

Amends/Rescinds:

Amends 07-0926-PO1

Cross References:

21-0526-RS4 [Resolution Regarding Elementary School Promotion in Response to the Coronavirus Disease 2019 (COVID-19)]

20-0527-RS2 [Resolution Elementary School Promotion in Response to the Coronavirus Disease 2019 (COVID-19) is attached to the Policy]

13-1023-RS1; 13-0522-RS2; and 12-0523-RS1

(Note: 13-1023-RS1; 13-0522-RS2; and 12-0523-RS1 Modified the Elementary Promotion Requirements)

06-1025-PO2; 05-1026-PO1; 04-0324-PO3; 02-0424-PO04; 01-0822-PO3;

00-0823-PO3; 99-0825-PO4; 98-0923-PO2; 97-0827-PO6; 96-0828-PO4;

96-0327-PO1; 94-0323-PO1; 88-0622-PO4; 85-0925-ED5; 81-114-7; 77-212-12

Legal References:

May 26, 2021

**RESOLUTION REGARDING ELEMENTARY SCHOOL PROMOTION IN RESPONSE TO THE
CORONAVIRUS DISEASE 2019 (COVID-19)**

WHEREAS, there is still an ongoing outbreak of respiratory illness caused by a novel Coronavirus Disease 2019 (COVID-19) and infections are being reported internationally, including the United States and the City of Chicago and;

WHEREAS, the Board resolved on May 27, 2020 (Board Report 20-0527-RS2) that all students in grades K-8, during the 2019-2020 school year, normally retained under the Elementary School Promotion Policy, Board Report 09-1028-PO2 will be promoted to the next grade and;

WHEREAS, in-person instruction was suspended for the 2019-2020 school year on March 17, 2020;

WHEREAS, the District started the 2020-2021 school year with remote learning and began transitioning to hybrid instruction on January 11, 2021 for students in pre-kindergarten and cluster programs; on March 1, 2021 for students in kindergarten through fifth grade; and March 8, 2021 for students in sixth through eighth grade and;

WHEREAS, many elementary school students have not yet elected to transition to hybrid instruction or returned to in person learning and;

WHEREAS, the District and State canceled student assessments, including NWEA, which is administered to students in grades 2 through 8 and is used to help inform summer school and promotion decisions for 3rd, 6th, and 8th graders; and;

WHEREAS, the Board believes the disruption to learning for the 2019-2020 and 2020-2021 school years has been so substantial as to render the process of using student academic performance data to retain elementary school students untenable;

NOW, THEREFORE, the Board hereby directs as follows:

1. All students in grades 1-8, during the 2020-2021 school year, normally eligible for retention under the Elementary School Promotion Policy, Board Report 09-1028-PO2 will be promoted to the next grade.
2. Students who are identified as needing further academic support will be prioritized for possible interventions including summer school, personal learning plans, or others as developed.
3. This Resolution is effective immediately upon adoption.

May 27, 2020

**RESOLUTION REGARDING ELEMENTARY SCHOOL PROMOTION IN RESPONSE TO THE
CORONAVIRUS DISEASE 2019 (COVID-19)**

WHEREAS, there is an outbreak of respiratory illness caused by a novel Coronavirus Disease 2019 (COVID-19) and infections are being reported internationally, including the United States and the City of Chicago;

WHEREAS, on January 31, 2020, the Health and Human Services Secretary, Alex M. Azar II, declared a public health emergency ("PHE") for the United States;

WHEREAS, on March 13, 2020, President Trump declared a nationwide emergency under the Stafford Act (42 U.S.C 5121-5207) in response to the ongoing COVID-19 pandemic;

WHEREAS, on March 9, 2020, on April 1, 2020, and again on April 30, 2020, Illinois Governor J.B. Pritzker issued a disaster proclamation (state of emergency) for the State of Illinois in response to the COVID-19 outbreak;

WHEREAS, on March 13, 2020, Illinois Governor J.B. Pritzker issued Executive Order 2020-05 ordering the closure of public and private pre-K-12 schools for educational purposes from March 17, 2020, through March 30, 2020;

WHEREAS, on April 1, 2020, Executive Order 2020-18 extended Executive Order 2020-05 in its entirety for the duration of the Gubernatorial Disaster Proclamations. Further, on April 30, 2020, Executive Order 2020-33 reissued Executive Order 2020-05 with an extension through May 29, 2020;

WHEREAS, this is an emerging, rapidly evolving situation of public health concern and the top priority of the Board of Education of the City of Chicago ("Board") is the health and safety of CPS students and staff and their families and community;

WHEREAS, the Board is following and will continue to follow the guidance of local, state, and federal health officials, including the U.S. Centers for Disease Control and Prevention ("CDC"), the Illinois Department of Public Health ("IDPH") and the Chicago Department of Public Health ("CDPH") to protect the health of the community, respond to the outbreak and minimize transmission;

WHEREAS, in-person instruction has been suspended since March 17, 2020;

WHEREAS, on March 19, 2020, CPS canceled end-of-year assessments including NWEA, which is administered to students in grades 2 through 8 and is used to help inform summer school and promotion decisions for 3rd, 6th, and 8th graders; and

WHEREAS, the Board believes the disruption to learning for the 2019-2020 school year has been so substantial as to render the process of using student academic performance data to promote or retain elementary school students untenable;

NOW, THEREFORE, the Board hereby directs as follows:

1. All students in grades K-8, during the 2019-2020 school year, normally retained under the Elementary School Promotion Policy, Board Report 09-1028-PO2 will be promoted to the next grade.
2. Students who are identified as needing further academic support will be prioritized for possible interventions including summer school, personal learning plans, or others as developed.
3. This Resolution is effective immediately upon adoption.

RESOLUTION REGARDING ELEMENTARY SCHOOL PROMOTION REQUIREMENTS

WHEREAS, the Board adopted an Elementary School Promotion Policy, Board Report 09-1028-PO2 (the "Policy") which identifies promotion criteria for elementary students in the benchmark grades of 3, 6 and 8;

WHEREAS, the Policy specifies promotion criteria in three main areas: (1) classroom grades of "C" or better in Reading and Math, which grades reflect satisfactory unit test scores and consistent completion of homework assignments during the year, (2) scores on district-wide assessments in Reading and Math at or above the 24th National Percentile Ranking, and (3) no more than nine unexcused absences;

WHEREAS, students in the benchmark grades of 3, 6, and 8 who do not satisfy all promotion criteria specified in the Policy at the end of the regular school year are required to satisfactorily complete summer school in order to be promoted to the next grade level;

WHEREAS, the purpose of summer school is to provide intense academic intervention for students who have not demonstrated sufficient academic progress to ensure their readiness to work at the next grade level;

WHEREAS, a very small percentage of benchmark students are assigned to summer school due to attendance only and these students generally have classroom grades and district-wide assessment scores comparable to their promoted peers;

WHEREAS, the Board wishes to ensure that the summer school requirement is focused on students in need of intense academic intervention to ensure their readiness to work at the next grade level;

WHEREAS, the Board wishes to modify the Policy to remove the summer school requirement for students who have not satisfied the promotion criteria due to attendance only;

WHEREAS, the Policy further specifies requirements for overage elementary students (students 15 years old or will be 15 years old on or before September 1st of the following school year), to attend an Achievement Academy program or other appropriate placement;

WHEREAS, the Achievement Academy program is being phased out coincident with the establishment of a citywide Acceleration Program;

WHEREAS, the Board wishes to modify the Policy to specify that overage elementary students will now be referred to the new Acceleration Program;

WHEREAS, students currently enrolled in the Achievement Academy programs will continue to be enrolled in those programs; and

WHEREAS, the Board wishes to further modify the Policy to recognize changes to the District's organizational structure.

NOW THEREFORE, BE IT RESOLVED BY THE CHICAGO BOARD OF EDUCATION

1. Beginning with elementary promotion determinations at the end of the 2011-2012 school year, benchmark grade students who meet all promotion criteria specified in the Policy except for the attendance criteria will be promoted to the next grade level and not referred for summer school.
2. All references in the Policy to Achievement Academy shall now be deemed to reference the Acceleration Program.
3. All references in the Policy to the Office of P-12 Management shall now be deemed to reference the Office of Instruction.

RESOLUTION REGARDING ELEMENTARY SCHOOL PROMOTION REQUIREMENTS

WHEREAS, the Board adopted an Elementary School Promotion Policy, Board Report 09-1028-PO2, as amended by Board Resolution 12-0523-RS1 (the "Policy"), which identifies promotion criteria for elementary students in the benchmark grades of 3, 6 and 8;

WHEREAS, the Policy specifies academic performance promotion criteria for grade 8 students in three main areas: (1) classroom grades of "C" or better in Reading and Math, which grades reflect satisfactory unit test scores and consistent completion of homework assignments during the year, (2) scores on district-wide assessments in Reading and Math at or above the 24th National Percentile Ranking, and (3) final report card grade in Writing of "C" or better for the academic year or a passing score on the District-Wide Writing Assessment;

WHEREAS, grade 8 students who do not satisfy all promotion criteria specified in the Policy at the end of the regular school year are required to satisfactorily complete summer school in order to be promoted to the next grade level;

WHEREAS, a very small percentage of grade 8 students are assigned to summer school due to failure to meet the writing requirements only and these students generally have classroom grades and district-wide assessment scores comparable to their promoted peers;

WHEREAS, the District has elected to discontinue administration of the District-Wide Writing Assessment;

WHEREAS, the District has adopted the Common Core State Standards which fully incorporate writing into the curriculum of core subject areas; and

WHEREAS, the Board wishes to modify the Policy to remove the summer school requirement for grade 8 students who only fail to satisfy the writing promotion criteria.

NOW THEREFORE, BE IT RESOLVED BY THE CHICAGO BOARD OF EDUCATION:

Beginning with promotion determinations made at the end of the 2012-2013 school year, the District shall apply only the Reading and Math academic performance promotion criteria outlined in the Policy when making promotion determinations for grade 8 students.

RESOLUTION REGARDING ELEMENTARY SCHOOL PROMOTION REQUIREMENTS

WHEREAS, the Board adopted an Elementary School Promotion Policy, Board Report 09-1028-PO2, as amended by Board Resolution 12-0523-RS1 and Board Resolution 13-0522-RS2 (the "Policy"), which identifies promotion criteria for elementary students in the benchmark grades of 3, 6 and 8;

WHEREAS, the Policy specifies the following three promotion criteria: (1) classroom grades of "C" or better in Reading and Math, which grades reflect satisfactory unit test scores and consistent completion of homework assignments during the year, (2) scores on the Standard Achievement Test – Tenth Edition (SAT-10) district-wide assessment in Reading and Math at or above the 24th National Percentile Ranking, and (3) no more than nine unexcused absences;

WHEREAS, the Illinois State Board of Education (ISBE) is in the process of establishing a new assessment system that is aligned with the Common Core State Standards and in doing so is in the process of replacing the Illinois Standards Achievement Test (ISAT) assessment with the new Partnership for Assessment of Readiness for College and Careers (PARCC) assessment;

WHEREAS, due to this transition, beginning spring 2014, ISBE will no longer include SAT-10 as a component of ISAT and therefore the Board must identify an alternate district-wide assessment for use in evaluating benchmark grade students for promotion;

WHEREAS, until ISBE establishes and fully implements the PARCC assessment system aligned with Common Core State Standards, the Board has determined, as an interim measure, to identify Northwest Evaluation Association's Measures of Academic Progress Assessment (NWEA) as the district-wide assessment for use in evaluating students in addition to their classroom grades and attendance for promotion eligibility at the end of the school year;

WHEREAS, during the transition to the new PARCC assessment the Board (a) does not wish to disadvantage students and therefore must recognize the variation in National Percentile results when evaluating NWEA vs. SAT-10, and (b) wishes to build a system of supports for students to address their existing educational needs while also aiding the student to meet the new Common Core State Standards;

WHEREAS, during the transition to the new PARCC assessment, the Board has determined to modify the Policy to specify that students with (a) NWEA scores below the 24th National Percentile Ranking but at or above the 11th National Percentile Ranking will be eligible for Promotion With Supports if the student also has a classroom grade of "C" or better; and (b) NWEA scores at or above the 24th National Percentile Ranking will be eligible for promotion if the student also has passing classroom grades;

WHEREAS, during the transition to the new PARCC assessment, the Board has further determined to continue administering the SAT-10 as the summer assessment and to maintain the standards referenced in the Policy for those student's required to score at or above the 24th percentile on the summer assessment to be eligible for promotion to the next grade level following summer school;

WHEREAS, the Office of Teaching and Learning shall establish a program for benchmark students who qualify for Promotion With Supports either at the end of the school year or at the end of summer school, that provides ongoing supports at the next grade level that are aligned with the student's needs and that also support their transition to achieve under the Common Core State Standards; and

WHEREAS, in furtherance of these objectives, Board hereby resolves to amend the Policy as set forth below.

NOW THEREFORE, BE IT RESOLVED BY THE CHICAGO BOARD OF EDUCATION:

Beginning with promotion determinations made at the end of the 2013-2014 school year,

1. NWEA shall be used as the district-wide assessment to evaluate students in addition to their grades and attendance for promotion eligibility at the end of the school year.
2. Benchmark grade students with NWEA scores in Reading and Math at or above the 24th National Percentile Ranking who also have passing grades in Reading and Math, shall be eligible to be promoted to the next grade.
3. Benchmark grade students with NWEA scores in Reading or Math or both below the 24th National Percentile Ranking but at or above the 11th National Percentile Ranking who also have a "C" grade or better in Reading and Math, shall be eligible to be Promoted With Supports to the next grade level rather than referred to summer school.
4. Benchmark grade students with NWEA scores in Reading or Math or both at or below the 10th National Percentile Ranking shall be referred to summer school.
5. Benchmark grade students with classroom grades in Reading or Math or both of "D" or "F" shall be referred to summer school. However, students with NWEA scores in Reading and Math at or above the 24th National Percentile Ranking who have a "D" grade in Reading and Math or a combination of "D" grade together with "C" grade or better in Reading and Math, shall be eligible to be promoted to the next grade level rather than referred to summer school.
6. Once referred to summer school, a benchmark grade student must satisfy the promotion requirements set out in the Policy to be eligible to be Promoted with Supports to the next grade level.
7. The Office of Teaching and Learning shall implement a program for benchmark grade students who qualify for Promotion With Supports either at the end of the school year or at the end of summer school, that provides ongoing supports at the next grade level that are aligned with the student's needs and support their transition to achieve under the Common Core State Standards.
8. All references in the Policy to the Office of Instruction shall now be deemed to reference the Office of Teaching and Learning.