

Waukegan Community Unit School District #60
Division of Academic Supports & Programs

**Student Promotion/Retention
Protocol Manual**

School Year 2019-2020



Waukegan CUSD #60

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District Mission Statement

Educating students for the world of tomorrow is our top priority. Through mobilization of the entire community, we will challenge, teach and inspire our students. We will provide the resources to serve each of our students, expecting excellence from all involved. We will deliver an exciting education in a safe learning environment that celebrates our diversity and similarities in a spirit of unity and respect.

District Vision Statement

“Waukegan Public Schools is a diverse, world-class educational institution that engages, equips and empowers all children to be successful change-agents in an ever-changing global society.”



Ms. Theresa Plascencia
Superintendent

Waukegan Public Schools

Community Unit School District No. 60, Lake County, Illinois
1201 North Sheridan Road, Waukegan, Illinois 60085
Telephone: 224.303.1000

Dear Parents/Guardians,

Nearly two years ago, our Board of Education began the process of creating a District-wide promotion/retention protocol to ensure all students are making appropriate grade level progress throughout their educational career. The 2018-2019 school year was designated as a "pilot" year for the promotion/retention protocol to enable the District to identify any instructional, operational, and financial resources needed for a successful implementation of the initiative moving forward. This year, after conducting significant research and soliciting additional input from stakeholders, this policy will officially go into effect.

As we undertake this paramount change, we want to ensure that parents, students and staff members are partners every step of the way. In addition to the brief overview of the protocol below, information on the promotion/retention protocol can be found on our District's website. Furthermore, school sites will be sharing information with parents, students and staff during their 'State of the School' presentations this fall. Additionally, we are planning various town hall meetings throughout the community in the coming months to educate all stakeholders on the expectations of the new protocol. A schedule of these events will be available in the near future and posted on the District's website.

Overview. Waukegan strives to promote students at all grade levels by providing a multi-tiered system of support to ensure the success of all students, as well as opportunities for acceleration. Student promotion considerations will continue on an annual basis, and those students identified as being eligible for accelerated learning opportunities or in need of supplemental support will receive opportunities for extended learning. The promotion/retention protocol will focus on students in 2nd, 5th, and 8th grade and at all grade levels in the High School. Students in these benchmark grades will be required to display academic proficiency across a variety of criteria designed to gauge overall student performance. Students identified as making inadequate academic progress at the conclusion of the benchmark year will be required to attend, and successfully complete, a rigorous summer program in order to be promoted to the next grade level.

With the advent of the Every Student Succeeds Act (ESSA) and the academic expectations established in Destination 2022, the District's Strategic Plan, we believe this new initiative will create a heightened sense of urgency and accountability for our students, schools, and district, ensuring we are preparing students for the challenges that await in their academic careers and beyond.

Our intent is to be fully transparent and fair to the families, students, and teachers within our school district. In doing so, this requires an intentional effort to inform parents/guardians and students of the necessary requirements and steps within our promotion/retention protocol to be considered for accelerated learning opportunities and to avoid retention.

Thank you for your support of this new initiative, as we strive to ensure that all Waukegan Public Schools students are prepared for future success. We look forward to meeting with you in the near future to answer any questions you may have and working alongside you for your child's success.

Sincerely,
Theresa Plascencia
Superintendent of Schools

Promotion Policy Committee Formation

As indicated in the Superintendent's Strategic Plan "Destination 2022" the students of Waukegan Public Schools will be provided a high-quality instructional program that will prepare them for college and subsequent life. In order to ensure that students are prepared, as a District, we must ensure that students have access to a cohesive and rigorous curriculum that is based on data and best-practices. In addition to providing a meaningful curriculum, WPS60 commits to providing students with strategic supports and interventions that are designed to provide students the bridge to closing the achievement gap.

In September 2017, a group of District stakeholders (including teachers, administrators, parents, and community members) began to meet around the concept of how to create a District-wide promotion policy that holds students and staff accountable for achieving academic proficiency. In addition, the Committee's objectives were to outline specific protocols for advancing the academic performance of students that are below proficiency as it relates to meeting grade level expectations.

For six consecutive months, the Promotion Policy Committee met to develop the proceeding plan. This plan was devised under the supervision of the Department of Teaching & Learning with frequent input and feedback for the Board of Education, the Superintendent's Cabinet, and the Division of Academic Supports & Programs.

Below are the stakeholders that comprised the District's Promotion Policy Committees.

2017-2018 Promotion Policy Committee	2018-2019 Promotion Policy Committee
Ana Londoño	Ana Londoño
Carolina Fabian	Carolina Fabian
Cheryl Wade	Cheryl Wade
Eric Christianson	Eric Christianson
Dr. Harlene Shipley, EdD	Dr. Harlene Shipley, Ed.D
Jacalyn Roche	James Gillespie
James Gillespie	Tricia Lambert
Janet Foltz	Martha Padilla-Ramos
Juli Kowalski	Lana Reiner
Kara Hartman	Michelle Zwerling
Karina Flores	Karina Flores
Kathryn Boaz	Cheryl Wade
Lana Reiner	Yvonne Brown
Dr. Marcus Alexander, Ed.D	Patrick Cole
Mark Boumstein	Anita Hanna
Dr. Mark Neiberg, Ed.D	Dr. Jason Nault, Ed.D
Martha Padilla-Ramos	
Minvera Cruz-Sanchez	
Patrick Cole	
Dr. Staci Stratigakes, Ed.D	
Tricia Lambert	
Yesenia Ayala	
Yvonne Brown	

Elementary Grades (Kdg-5th) Promotion Criteria*

Benchmark Grades:

Throughout a student's educational career, the student must show academic proficiency at certain benchmarks. Therefore, for the purpose of this policy, students in *grades 2nd and 5th* will be required to show academic proficiency using the below performance metrics.

A student's promotion is determined by the following measures:

1. District-Wide Assessment (DWA):

- A. The District-wide assessment will be the Northwest Evaluation Association (NWEA) Measures of Academic Progress or other norm-referenced assessment administered by the District. Students will be required to obtain a proficiency score of *24th percentile or higher* on the End of Year administration of the assessment.*
- B. Students not demonstrating proficient DWA scores in either reading or math will be identified as "*Achievement Level 2B or Achievement Level 3B*" (See Appendix A).
- C. In instances where a student's DWA results are incomplete or inaccessible, the District shall render a promotion determination utilizing the best available data consistent with the standards described in the Waukegan CUSD #60 Board Policy #5212.
- D. Under limited circumstances, DWA scores from previous school years will be considered.

2. Academic Performance

Report card grades in reading and math shall reflect a student's overall performance on all academic assessments administered during the school year. The final report card grade in each subject area represents an average of the grades reported at the end of each of the four reporting periods. In order to show proficiency, a student will be required to have a "*2/Approaching Grade Level Standards*" or above for the student's OVERALL grade in both reading and math on the final report card in 2nd and 5th grade.

3. Attendance Criteria

Student has no more than 9 unexcused absences in the last 180 school days. Students who do not meet the attendance criteria, as well as criteria #1 and/or criteria #2 will be eligible for summer school AND will be referred for a truancy intervention.

Students who have demonstrated success in criteria #1 and criteria #2 but do not meet the attendance criteria will be referred for a truancy intervention.

Promotion Criteria for Diverse Learners

Diverse Learners receiving special education and related services under an Individualized Education Program (IEP) are expected to meet the same promotion criteria as their same age, same grade, non-disabled peers *unless* the IEP modifies the promotion criteria in whole or in part (this includes English Learners with an IEP). In this case, the parameters of the IEP will dictate a student's promotion requirements.

Promotion Criteria for English Learners

English Learners (ELs) will complete their general academic curriculum in their native language and/or English.

1. The District-wide assessment will be the Northwest Evaluation Association (NWEA) Measures of Academic Progress or other norm-referenced assessment administered by the District. EL students WILL be required to obtain a proficiency score of **24th percentile or higher** on the End of Year administration of the assessment *as long as it is administered in the student's primary language of instruction*.
2. EL students in the benchmark grades shall be promoted to the next grade at the end of the academic year if they demonstrate proficiency. In order to show proficiency, a student will be required to have a **"2/Approaching Grade Level Standards"** or above for the student's OVERALL grade in both reading and math on the final report card in 2nd and 5th grade.
3. Student has no more than 9 unexcused absences in the last 180 school days. Students who do not meet the attendance criteria, as well as criteria #1 and/or criteria #2 will be eligible for summer school AND will be referred for a truancy intervention. Students who have demonstrated success in criteria #1 and criteria #2 but do not meet the attendance criteria will be referred for a truancy intervention.

**Building administrators have the option to appeal district retention decisions based on special circumstances that may have had a detrimental effect on a student's academic achievement during the current school year. Any such appeal shall be in writing and directed to the Area Superintendent.*

Middle Grades (6th-8th) Promotion Criteria*

Benchmark Grades:

Throughout a students' educational career, they must show academic proficiency at certain benchmarks. Therefore, for the purpose of this policy, students in the **8th grade** will be required to show academic proficiency using the below performance metrics.

A student's promotion is determined by the following measures:

1. District-Wide Assessment (DWA):

- A. The district-wide assessment will be the Northwest Evaluation Association (NWEA) Measures of Academic Progress or other norm-referenced assessment administered by the district. Students will be required to obtain a proficiency of score of **24th percentile or higher** on the End of Year administration of the assessment.
- B. Students not demonstrating proficient DWA scores in either reading or math will be identified as "**Achievement Level 2B or 3B**" (See Appendix B).
- C. In instances where a student's DWA results are incomplete or inaccessible, the District shall render a promotion determination utilizing the best available data; consistent with the standards described in the Waukegan CUSD #60 Board Policy #5212.
- D. Under limited circumstances, DWA scores from previous school years will be considered.

2. Academic Performance

Report card grades in reading, math, science, and social studies shall reflect a student's unit test scores and completion of homework assignments during the school year. The final report card grade in each subject area represents an average of the grades reported at the end of each of the four reporting periods. In order to show proficiency, a student will be required to have a '**2.0 cumulative GPA**' or higher in reading, math, science, and social studies on the final report card in the 8th grade. Encore and Physical Education courses will not be utilized in the calculation of the cumulative GPA.

3. Attendance Criteria

Student has no more than 9 unexcused absences in the last 180 school days. Students who do not meet the attendance criteria, as well as criteria #1 and/or criteria #2 will be eligible for summer school AND will be referred for a truancy intervention.

Students who have demonstrated success in criteria #1 and criteria #2 but do not meet the attendance criteria will be referred for a truancy intervention.

Promotion Criteria for Diverse Learners

Diverse Learners receiving special education and related services under an Individualized Education Program (IEP) are expected to meet the same promotion criteria as their same age, same grade, non-disabled peers *unless* the IEP modifies the promotion criteria in whole or in part (this includes English Learners with an IEP). In this case, the parameters of the IEP will dictate a student's promotion requirements.

Promotion Criteria for English Learners

English Learners (ELs) will complete their general academic curriculum in their native language and/or English.

1. The District-wide assessment will be the Northwest Evaluation Association (NWEA) Measures of Academic Progress or other norm-referenced assessment administered by the District. EL students WILL be required to obtain a proficiency score of **24th percentile or higher** on the End of Year administration of the assessment *as long as it is administered in the student's primary language of instruction*.
2. EL students in the benchmark grades shall be promoted to the next grade at the end of the academic year if they receive a FINAL report card grade of 'C' or above in Reading and Math.
3. Student has no more than 9 unexcused absences in the last 180 school days. Students who do not meet the attendance criteria, as well as criteria #1 and/or criteria #2 will be eligible for summer school AND will be referred for a truancy intervention. Students who have demonstrated success in criteria #1 and criteria #2 but do not meet the attendance criteria will be referred for a truancy intervention.

**Building administrators have the option to appeal district retention decisions based on special circumstances that may have had a detrimental effect on a student's academic achievement during the current school year. Any such appeal shall be in writing and directed to the Area Superintendent.*

High School Promotion Criteria*

Student performance is measured by local assessments and student grades. Students earn credit based on successful completion of the curriculum. Promotion eligibility occurs when students earn the minimum number of credits for placement into the next class (sophomore, junior, senior) or meet the requirements that are set forth by the IEP Team.

Credit/Course Requirements for Class of 2018, 2019, 2020

For Waukegan High School students that are members of the Class of 2018, 2019 and 2020 a minimum of 22 credits from courses taken during their high school years. Within these 22 credits, the following subject areas are required:

English – 4 credits (4 years)	Physical Education/Health – 4 credits (4 years)
Mathematics – 3 credits (3 years)	Consumer Education 0.5 credit (1 semester)
Social Science – 3 credits (3 years)	
Science – 3 credits (3 years)	
Fine Arts/Business/Industrial Arts/World Languages 2 credits (2 years)	

Yearly Minimum Credits for Classification for Class of 2018, 2019, 2020

The maximum credit load per semester is 4.0 credits in all grades. A student may register for more than the minimum but not fewer than 3.0 credits. A student's grade level is reclassified if they do not reach the minimum number of credits or move on to the next grade level. The credit classification expectations are as follows:

Sophomores – 5.5 credits
Juniors – 11.0 credits
Seniors – 16.5 credits

Credit/Course Requirements for Class of 2021 and Beyond

For Waukegan High School students that are members of the Class of 2021 and beyond, a minimum of 23 credits are required from courses taken during their high school years. Within these 22 credits, the following subject areas are required:

English – 4 credits (4 years)	Physical Education/Health – 4 credits (4 years)
Mathematics – 3 credits (3 years)	Consumer Education 0.5 credit (1 semester)
Social Science – 3 credits (3 years)	Freshman Seminar/AVID- 1 credit (1 year)
Science – 3 credits (3 years)	
Fine Arts/Business/Industrial Arts/World Languages 2 credits (2 years)	

Yearly Minimum Credits for Classification for Class of 2021 and Beyond:

The maximum credit load per semester is 4.0 credits in all grades. A student may register for more than the minimum but not fewer than 3.0 credits. A student's grade level is reclassified if they do not reach the minimum number of credits or move on to the next grade level. The credit classification expectations are as follows:

Sophomores – 6.0 credits
Juniors – 11.5 credits
Seniors – 17.0 credits

**Building administrators have the option to modify district retention decisions based on special circumstances that may have had a detrimental effect on a student's academic achievement during the current school year.*

Elementary/Middle Grades Retention Process

Summer School Programming

Students will be expected to show proficiency in each of the following promotion criteria categories:

- District-wide Assessment
- Academic Performance
- Attendance

If a student fails to meet each criterion in its entirety, then the student's promotion will be determined based on Appendix A/B of this document. For all students that have failed to meet the promotion criteria, they will be required to attend the District-sponsored Summer School. During this time, the student will be provided intensive and differentiated instruction in Reading, Math, Science, and Social Studies for a total of five to six weeks. ***In order to successfully complete Summer School, all students must earn either a "2/Approaching Grade Level Standards" (ES) or 'C' or better in both Reading and Math (MS).***

Promotion to Next Higher Grade

If a student successfully meets all Summer School promotion requirements, then the student will be promoted to the next grade level. As the student matriculates to the next grade level in the Fall, then the student will be provided additional academic supports that are designed to address any instructional challenges and/or deficits, as to assist the student with being successful during the upcoming school year.

Retention of Grade

A student who does not satisfactorily complete Summer School will be retained in his/her current grade (if this is the first time that the student has been retained in the current grade cycle). All retained students will receive a Personal Learning Plan determined by the site-based individual problem-solving committee. In addition, parent conferences will be required quarterly at the school-site to discuss progress on the Personal Learning Plan (PLP). Students will not be allowed to repeat the same grade more than one time. In the event that a student fails a grade twice, then the student will be advanced to the next higher grade with supports.

Over-age Students

If a student will be 15 years of age on or before September 1st of each school year, regardless of current grade level, he/she will be advanced to the 9th grade. The student will be required to attend Summer Acceleration (program designed for students leaving Middle School, regardless of grade, who will be entering High School due to age), and upon successful completion, will receive a Middle School diploma.

Appeals Process

After a Promotion/Retention determination has been made parents will have five (5) school days to appeal the decision to the Deputy Superintendent of Academic Supports and Programs.

High School Credit Recovery

1. Students that have failed a course and are credit deficient at the end of each semester (fall and spring) will be offered **before-school, in-school, and after-school** opportunities to make up the credits they lack. In addition, students will be provided opportunities to make up lost credits during traditional Summer School and virtual summer school.
 - a. Students will be tracked on a quarterly basis to determine their progress and need for interventions.
 - b. Students that have failed a course will not be allowed to register for the next course in sequence until they have retaken the prerequisite course and have a passing grade of “D” or above.
2. Freshman and Sophomore students at the Brookside Campus will not be allowed to matriculate to the Washington Campus until they have attained the appropriate number of credits (as noted in the High School Promotion Criteria). Students will be retained at the Brookside Campus for up to one (1) additional school year.
3. Students that are 17 years of age and have less than 17 credits may be candidates for alternative schooling options. The determination of alternative placement will be made in conjunction with the Building Principal, the Office of Student Outreach, the Area Superintendent and the student’s parent(s)/guardian(s).

Appendix A: Elementary Promotion/Retention Criteria Matrix

District-Wide Assessment (DWA) NWEA	Academic Performance	June Achievement Level	Summer School Status & Requirements (s)	Summer School Final Achievement Level	Final Promotion Status
DWA scores in both reading AND math at or above the 24 th percentile	Final overall report card grades in reading and math are "2 Approaching Grade Level Standard or better	1A	Summer school NOT Required. Promote to next grade* *Students that do not meet the Attendance requirement will require a truancy intervention		
	Final overall report card grades in reading or math or both are below "2 Approaching Grade Level Standard"	1B	Summer School Required: Student must obtain a "2 Approaching Grade Level Standard" or better in both reading and math. In order to successfully complete the program	Satisfactorily Completed	Promote to the next grade with supports
				Not Satisfactorily Completed	Retained in current grade with supports/Individual Learning Plan
DWA score in reading or math is between the 11 th -23 rd percentile	Final overall report card grades in reading and math are "2 Approaching Grade Level Standard" or better	2A	Summer school NOT Required Promote to next grade* *Students that do not meet the Attendance requirement will require a truancy intervention		
	Final overall report card grades in reading or math or both are below "2 Approaching Grade Level Standard"	2B	Summer School Required: Student must obtain a "2 Approaching Grade Level Standard" or better in both reading and math in order to successfully complete the program	Satisfactorily completed	Promote to the next grade with supports
				Not Satisfactorily Completed	Retained in current grade with supports/Individual Learning Plan
DWA scores in reading OR math OR both at or below the 10 th percentile	Final overall report card grade in reading and math of "2 Approaching Grade Level Standard" or above	3A	Summer School Required: Student must obtain a "2 Approaching Grade Level Standard" or better in both reading and math in order to successfully complete the program	Satisfactorily completed	Promote to the next grade with supports
				Not Satisfactorily Completed	Retained in current grade with supports
	Final overall report card grade in reading or math or both are below "2 Approaching Grade Level Standard"	3B	Summer School Required: Student must obtain a "2 Approaching Grade Level Standard" or better in both reading and math in order to successfully complete the program	Satisfactorily completed	Promote to the next grade with supports
				Not Satisfactorily Completed	Retained in current grade with supports

Appendix B: Middle School Promotion/Retention Matrix

District-Wide Assessment (DWA) NWEA	Academic Performance	June Achievement Level	Summer School Status & Requirements (s)	Summer School Final Achievement Level	Final Promotion Status
DWA scores in both reading AND math at or above the 24 th percentile	Cumulative core GPA is 2.0 or above on the Final report card	1A	Summer school NOT Required. Promote to next grade* *Students that do not meet the Attendance requirement will require a truancy intervention		
	Cumulative core GPA is below 2.0 on the Final report card	1B	Summer School Required: Student must obtain a "C" or better in both reading and math in order to successfully complete the program	Satisfactorily Completed	Promote to the next grade with supports
				Not Satisfactorily Completed	Retained in current grade with supports
DWA score in reading or math is between the 11 th -23 rd percentile	Cumulative core GPA is 2.0 or above on the Final report card	2A	Summer school NOT Required *Students that do not meet the Attendance requirement will require a truancy intervention		
	Cumulative core GPA is below 2.0 on the Final report card	2B	Summer School Required: Student must obtain a 'C' or better in both reading and math in order to successfully complete the program	Satisfactorily completed	Promote to the next grade with supports
				Not Satisfactorily Completed	Retained in current grade with supports
DWA scores in reading OR math OR both at or below the 10 th percentile	Cumulative core GPA is 2.0 or above on the Final report card	3A	Summer School Required: Student must obtain a C or better in both reading and math and meet attendance expectations in order to successfully complete the program	Satisfactorily completed	Promote to the next grade with supports
	Cumulative core GPA is below 2.0 on the Final report card	3B	Summer School Required: Student must obtain a C or better in both reading and math and meet attendance expectations in order to successfully complete the program	Not Satisfactorily Completed	Retained in current grade with supports
				Satisfactorily completed	Promote to the next grade with supports

Appendix C- Progress Monitoring and Communication

Progress Monitoring Timeline	Data Review K-5 (Benchmark Grades 2 & 5)	Data Review 6-8 (Benchmark Grade 8)	Data Review 9-12 (Benchmark Grade 9-11)
Week 5	Attendance, Standard Based Grades	Attendance, Core GPA	Attendance, Grades
Week 7	BOY NWEA Scores	BOY NWEA Scores	
End of Q1	Attendance, Standard Based Grades	Attendance, Core GPA	Attendance, Grades
Week 15	Attendance, Standard Based Grades	Attendance, Core GPA	Attendance, Grades
End of Q2	Attendance, Standard Based Grades	Attendance, Core GPA	Attendance, Credits Earned
Week 23	MOY NWEA Scores	MOY NWEA Scores	
Week 25	Attendance, Standard Based Grades	Attendance, Core GPA	Attendance, Grades
End of Q3	Attendance, Standard Based Grades	Attendance, Core GPA	Attendance, Grades
Week 35	Attendance, Standard Based Grades	Attendance, Core GPA	Attendance, Grades
Week 37	EOY NWEA Scores	EOY NWEA Scores	
End of Q4	Attendance, Standard Based Grades	Attendance, Core GPA	Attendance, Credits Earned

Parents/Guardians in benchmark grades will be contacted about student progress every 5 weeks **IF** they are demonstrating deficiencies within the established criteria. Communication will come in the form of letters, email, robo-call/text, etc.

Appendix D- #5215 Non-Social Promotion Grades K-12

POLICY

Goals and objectives adopted by the Board of Education stress the achievement of academic proficiency at each grade level. The Board of Education requires that students achieve minimal competency prior to promotion. Promotion, therefore, will be determined on academic growth and development and not on social reasons or other criteria.

Student academic growth and eligibility for promotion shall be determined by the School District based upon successful completion of the curriculum, attendance, and performance on nationally normed and local assessments, in conjunction with the rules and regulations set forth below. The policy of academic promotion will be consistently implemented. Students at any grade level whose performance falls below minimum expectations, as measured at least on a quarterly basis, will be provided with supplemental assistance by matching high-quality instruction and interventions to the student's individual needs. Interventions are to be data-driven, grounded in best teaching practices, and inclusive of academic, behavioral and social-emotional competencies.

Students qualified for special education under the *Individuals with Disabilities Education Improvement Act of 2004*, are to be held to the same standards for promotion as students without disabilities, taking into consideration modifications, if any, identified in the students' respective Individualized Education Program (IEP). The effect of the policy will be to ensure students are promoted to the next grade level for reasons of academic growth.

RULES AND REGULATIONS

Grades Pre-Kindergarten Through Grade 8

1. ***Promotion Eligibility:*** Student's academic growth shall be determined thorough review of student specific data reflecting academic achievement, including but not limited to grades, attendance, and test scores. Promotion shall be based upon a determination that the student has made sufficient progress in mastering the learning standards at the current grade level such that the student would be expected to continue to progress at the next grade level. Accelerated learning opportunities will be taken into consideration where applicable.
-

2. ***Retention:*** Students in the 2nd, 5th and 8th grades must meet minimum academic benchmarks on State standardized assessments and grades to qualify for promotion to the next grade level. Failure to do so shall result in the student's retention in addition to any individualized learning interventions that is put into place.
 - A. ENGLISH LEARNERS. For students who are English Learners, standardized assessments must be given in the student's primary language of instruction to be considered toward attainment of established benchmarks.

Grades Pre-Kindergarten Through Grade 8 (cont.)

- B. DIVERSE LEARNERS. For students who are Diverse Learners, any modification to the benchmark standards applicable to all students will be considered only if documented as being necessary due to the student's disability and the modified standard by which promotion is to be considered is clearly articulated in the student's IEP.
 2. ***Attendance:*** Regular attendance by students is expected, unless excused, and increases student achievement opportunities.
 3. ***Continuous Progress Monitoring & Interventions for Struggling Students:***
 - A. BUILDING LEVEL ACTIVITIES: Building grade level and/or problem-solving teams:
 - 1) Identify students in need of tiered interventions based on data,
 - 2) Develop an individualized intervention plan for identified students,
 - 3) Maintain communication with parents and students throughout the implementation of the intervention plan.
-

- B. **ATTENDANCE INTERVENTION:** When unexcused absences by a student exceed nine (9) of the last 180 school days, the student will be referred for truancy intervention, whether or not the student is meeting minimum academic standards.
- C. **FREQUENCY OF PROGRESS MONITORING:** Student progress is monitored at least quarterly or more frequently as required by District protocol, to determine effectiveness of the intervention plan and make modifications as needed.
- D. **SUMMER SCHOOL:** Students in the 2nd, 5th and 8th grades who fail to meet the promotion criteria will be required to attend summer school. Successful passage of summer school will result in promotion to the next grade level. Failure to attend or failure to pass summer school will result in the student's retention for the upcoming school year.
- E. **CENTRAL OFFICE REPORTING:** Academic growth data on all students is submitted to the Coordinator of Assessment and Research.

Grades 9 Through 12

1. ***Promotion Eligibility:*** Student performance is measured by local assessments and student grades. Students earn credit based on successful completion of the curriculum for each course in which they register. Promotion eligibility occurs when students earn the minimum number of credits for placement in the next class or meet the requirements set forth by the IEP Team. Classification as a freshman, sophomore, junior or senior is not determined by the number of years of attendance at the high school. It is determined based on total credits earned.

Grades 9 Through 12 (cont.)

2. ***Sequential Course Enrollment:*** A student's eligibility to register for a higher level course in a sequence is contingent upon the student having passed the prerequisite course within that sequence. Credit transferred from another school may qualify for meeting course prerequisite requirements, upon approval of the Principal or the Principal's designee.
 3. ***Credit Recovery:*** Students who fail to pass a course will be provided with credit recovery opportunities throughout the school year and over the summer. Student participation is voluntary; however, successful completion of credit
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recovery courses shall result in the award of course credit that is counted toward class level advancement.

4. ***Alternative Learning Opportunities:*** Students identified as continually struggling in a traditional classroom structure may be considered for assignment to alternative learning opportunities that better match the student's learning needs. The parent and student shall be involved in any decision to assign a student to such an instructional program.

Parent Notice

The Superintendent or the Superintendent's designee shall use reasonable methods to notify parents and students annually of the academic and attendance performance standards associated with promotion and retention. This includes the credit requirements for grade level promotion in the high schools. Parents also shall be advised of the criteria used to determine eligibility for accelerated learning opportunities or implementation of support services to assist students whose rate of progress puts them at risk of failing to meet the minimum performance expectations.

Source: 105 ILCS 5/10-20.9a Final Grade, Promotion
105 ILCS 5/27-22 Required High School Courses
20 USC §1414(d) Individualized Education Programs

Cross Ref.: 5004 Summer Educational Programs
5006 Students At-Risk of Academic Failure
5007 Accelerated Learners
5212 Grading
5213 Final Examinations
5214 Homework
5218 English Learner Programs
5301 Graduation Requirements
6003 Nonpublic/Non-graded School Students, Including Home
Schooled Students
6010 Attendance and Excuses
6022 Students With Disabilities Under Section 504
7040 Child Find
7060 Individualized Education Programs

Cross Ref. (cont.)

7150 Extended School Year Services

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March 14, 1995

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