

January 25, 2023

**RESCIND BOARD REPORT 09-1028-PO2 AND ADOPT A NEW FINAL ELEMENTARY SCHOOL PROMOTION POLICY**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Board rescind Board Report 09-1028-PO2 and adopt a new final Elementary Promotion Policy. This policy was posted for public comment from November 22, 2022 until December 22, 2022.

**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 academic standards for its students; (2) ensuring that there are equitable 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 w r 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.

**EQUITY STATEMENT:**

The CPS Elementary Promotion policy will be grounded in equity. The Office of Teaching and Learning is engaging in ongoing work to develop guidelines to ensure an equity lens is used during implementation and to operationalize the CPS Equity Framework through this policy within the locus of our control.

**POLICY TEXT:**

**I. Definitions**

- A. Summer School: 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.
- B. Benchmark Grades: For school year 2022-2023 only, grades third, sixth and eighth are considered benchmark grades. Beginning school year 2023-2024, grades second, fifth, and eighth are considered benchmark grades.
- C. 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 deve... t grade level if they possess the

skills appropriate to their grade levels as demonstrated on multiple measurements  
nic performance as described below.

- i. Grades
  - 1. Final report card grade in reading “C” or better for the current academic year. A report card grade of “C” must, at a minimum, reflect satisfactory unit test scores in reading and consistent completion of assignments during the year.
  - 2. Final report card grade in mathematics “C” or better for the current academic year. A report card grade of “C” must, at a minimum, reflect satisfactory unit test scores in mathematics and consistent completion of assignments during the year.
- ii. Interventions

In the event that a student does not achieve a final report card grade of “C” or better in the applicable content area for the current academic year, student will be promoted to the next grade level if there is evidence of intervention implementation and the student is meeting identified goals in response to interventions.

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

**B. Beginning in School Year 2023-2024**

Students in the second grade will be promoted to the next grade level if they possess the knowledge and skills appropriate to their grade level as demonstrated on multiple measurements by their academic performance as described below.

- i. Grades
- Final report card grade in reading “C” or better for the current academic year. A report card grade of “C” must, at a minimum, reflect satisfactory unit test scores in reading and consistent completion of assignments during the year.
- ii. Interventions

In the event that a student does not achieve a final report card grade of “C” or better in the applicable content area for the current academic year, student will be promoted to the next grade level if there is evidence of intervention implementation and the student is meeting identified goals in response to interventions.

Students in the fifth and eighth grade will be promoted to the next grade level if they possess the knowledge and skills appropriate to their grade levels as demonstrated on multiple measurements by their academic performance as described below.

- i. Grades
  - 1. Final report card grade in reading “C” or better for the academic year. A report card grade of “C” must, at a minimum, reflect satisfactory unit test scores in reading and consistent completion of assignments during the year.
  - 2. Final report card grade in mathematics “C” or better for the academic year. A report card grade of “C” must, at a minimum, reflect satisfactory unit test scores in mathematics and consistent completion of assignments during the year.
  - 3. Final report card grade in science “C” or better for the academic year. A report card grade of “C” must, at a minimum, reflect satisfactory unit test scores in science and consistent completion of assignments during the year.
  - 4. Final report card grade in social science “C” or better for the academic year. A report card grade of “C” must, at a minimum, reflect satisfactory unit test scores in social science and consistent completion of assignments during the year.

ii. Interventions

In the event that a student does not achieve a final report card grade of "C" or better in the applicable content area for the current academic year, student will be promoted to the next grade

designated 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 Diverse Learner Supports and 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 5

**B. Age Cycle 15 Supports**


Students who are 15 years old or will be 15 years old on or before September 1st of the following school year and/or any student who have been previously retained in the 7-8 grade cycle will receive the following supports:

1. The school shall have quarterly checkpoints with the student and parent/guardian to discuss the student's progress and make recommendations for additional student support.
2. Additional supports, as determined by the Chief Education Officer or designee.

**IV. Parent Notifications During the School Year for All Elementary Grades**

- A. Beginning in school year 23-24, all principals, teachers, students, and parents will be notified in writing of the promotion policy of the District by the first district mandated parent-teacher conference day for parents who attend, and by the end of the 12th week for parents who do not attend.
- B. Principals shall notify parents in writing on a quarterly basis if their child is in danger of obtaining a failing grade in any course. Such quarterly notices

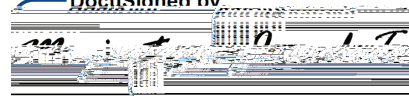
**Approved for Consideration:**

DocuSigned by:  
  
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**Bogdana Chkoumbova**  
Chief Education Officer

**Respectively Submitted:**

  
**Pedro Martinez**  
Chief Executive Officer

Approved as to Legal Form: 

DocuSigned by:  
  
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**Joseph T. Moriarty**  
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