



## Comprehensive Grading Guidelines

BISD grading guidelines are governed by:

- EIA- Grading progress to parents
- EIC- Class Ranking
- EIE- Retention and promotion
- EIF- Graduation

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## **BISD Mission Statement, Beliefs, and Objectives**

### **Mission Statement**

The mission of Bastrop Independent School District, a leader in innovative student centered education, is to motivate and ignite passion for life-long learning and successfully prepare all students to compete globally by ensuring engagement in a diverse, rigorous, and relevant learning experience that incorporates 21st Century Skills.

- Critical Thinking & Problem Solving
- Collaboration across Networks & Leading by Influence
- Agility & Adaptability
- Initiative & Entrepreneurialism
- Effective Oral & Written Communication
- Accessing & Analyzing Information
- Curiosity & Imagination

### **We Believe That...**

- Family is the foundation that supports the development of the individual and the community
- Respect for others and self is shown through attitude and action
- Appreciation for diversity strengthens our community
- Investment in optimism leads to success
- Service to others builds community and personal growth
- Collaboration and team work enrich outcomes
- Commitment and strong work ethic are valued qualities
- A Culture of high expectations is a commitment to our future
- Positive character produces positive actions

### **Objectives**

To have 100% of Bastrop ISD students graduate.

To have 100% of our students enter post secondary schooling, military, or work force within three months after graduating.

To have 100% of our students successful in post secondary schooling, military or workforce.

To have 100% of our students involved in extra or co-curricular activities.

To have 100% of our students develop and exhibit strong character traits in their daily lives.

## **Overview of BISD Grading Guidelines**

Monitoring of the academic progress and feedback to the students and parents is essential to foster academic success. The key is communication. The goal is to communicate a fair and accurate indication of the level of mastery of the subject by the student at the time of the feedback. To this end, the district has well established grading standards, procedures, and policies.

### **Responsibilities**

#### **Student**

1. Complete assigned work on time and return it to the teacher.
2. Communicate with the teacher when the student does not understand the material or is in need of help.
3. Evaluate his or her own work.
4. Maintain academic honesty.

#### **Parent**

1. Set and reinforce clear expectations for academic success.
2. Create an effective study environment in the home.
3. Provide school supplies and materials.
4. Monitor the student's homework and progress.
5. Help with, but do not do, homework and projects.
6. Communicate with teachers when concerns arise.

#### **Teacher**

1. Plan and provide daily instruction.
2. Monitor students' mastery of the curriculum.
3. Communicate progress through Family Access (on-line grade book), progress reports, report cards, and other communication as appropriate.
4. Provide additional instructional support in the classroom for students who are struggling.
5. Provide tutoring for students who are struggling.
6. Provide differentiated instruction to ensure the appropriate level of instruction for all students.

## **Academic Dishonesty**

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. [EIA Local]

## **Attendance**

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

When a student's absence for personal illness exceeds three consecutive days, the principal or attendance committee may require that the student present a statement from a physician or health clinic verifying the illness or condition that caused the student's extended absence from school as a condition of classifying the absence as one for which there are extenuating circumstances.

If a student has established a questionable pattern of absences, the principal or attendance committee may require that a student present a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances. [FEC Local]

The attendance committee shall adhere to the following guidelines to determine attendance for award of credit or a final grade:

1. All absences shall be considered in determining whether a student has attended the required percentage of days. If makeup work is completed satisfactorily, excused absences that are allowed under compulsory attendance requirements shall be considered days of attendance for this purpose. [See FEA(LEGAL) at EXCUSED ABSENCES FOR COMPULSORY ATTENDANCE DETERMINATIONS]
2. A transfer or migrant student incurs absences only after his or her enrollment in the District.
3. In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision.
4. The committee shall consider the acceptability and authenticity of documented reasons for the student's absences.
5. The committee shall consider whether the absences were for reasons out of the student's or parent's control.
6. The committee shall consider whether or not the student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
7. The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.

### **Communication with parents**

All teachers will communicate with parents regarding student progress. The system used is dependent upon the grade level cluster.

- Pre-K- K: Weekly Communication Folder.
- Grade(s) 1-4: Family Access in conjunction with teacher contact with parent(s) or guardian when a student's average falls below 70%. A weekly communication folder will be utilized on each campus.
- Grade(s) 5-6: Family Access in conjunction with teacher contact with parent(s) or guardian when a student's average falls below 70%. A weekly communication folder will be utilized on each campus.
- Grade(s) 7-12: Family Access in conjunction with teacher contact with parent(s) or guardian.

## **Conduct**

The district does not impose a grade penalty for student work as a result of student misconduct with the exception of academic dishonesty and unexcused absences.

## **Conferences**

### Pre-K-4:

Parents may request a conference with their students' teacher(s) at any time. Every student will have the opportunity to have a parent / teacher conference in the fall semester.

Students who are in danger of failing will be scheduled for a parent / teacher conference in the spring semester. Parents of students not in danger of failing may also request a parent / teacher conference during the spring semester of the school year. In addition to the conferences scheduled on the school calendar, conferences may be requested by a parent or teacher as needed.

### Grade(s) 5 – 12:

Teachers will schedule a conference with parents as requested by the teacher or parent.

## **Extracurricular Activities**

- A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the District or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than a course described below at exempt courses.

A suspension continues for at least three school weeks and is not removed during the school year until the conditions of reinstatement, described below, are met. A suspension shall not last beyond the end of a school year.

The suspension and reinstatement provisions of Education Code 33.081(c) and (d) do not apply to an advanced placement or international baccalaureate course, or to an honors or dual credit course in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English. *Education Code 33.081(d-1)*

Bastrop ISD recognizes the categories below as honor courses for purposes of eligibility to participate in extracurricular activities. Middle school students participating in the courses below are eligible for a single exemption each semester if the six weeks' average falls between 60 and 69 inclusively. High school students must have a minimum grade of 60 in the advanced level courses to receive a waiver. (FM Local 3-24-15) The progress report serves as the record for granting a waiver. The waiver form must be verified and signed by the campus registrar, coach/sponsor of the extra-curricular organization, and the Principal or designee. A copy of this form may be found in the appendix A at the back of this document.

1. All College Board Advanced Placement courses in all disciplines;
2. Dual Enrollment courses
3. Pre-Advanced Placement courses in all disciplines

In the case of a student with a disability that significantly interferes with the student's ability to meet regular academic standards, suspension must be based on the student's failure to meet the requirements of the student's individualized education program (IEP). The determination of whether the disability substantially interferes with the student's ability to meet the requirements of the student's IEP must be made by the admission, review, and dismissal (ARD) committee.

For the purposes of this provision, "student with a disability" means a student who is eligible for the District's special education program under Education Code 29.003(b). Education Code 33.081(e)

A student suspended under Education Code 33.081 may practice or rehearse with other students for an extracurricular activity but may not participate in a competition or other public performance. *Education Code 33.081(f)*

Until the suspension is removed or the school year ends, the District shall review the grades of a student at the end of each three-week period following the date on which the suspension began. At the time of a review, the suspension is removed if the student's grade in each class, other than a course described above at EXEMPT COURSES, is equal to or greater than the equivalent of 70 on a scale of 100. The principal and each of the student's teachers shall make the determination concerning the student's grades. *Education Code 33.081(d)*

The State Board of Education by rule shall limit participation in and practice for extracurricular activities during the school day and the school week.

The Board may adopt a policy establishing the number of times a student who is otherwise eligible to participate in an extracurricular activity may be absent from class to participate in an extracurricular activity sponsored or sanctioned by the District, UIL, or an organization sanctioned by Board resolution. The policy must permit a student to be absent from class at least ten times during the school year, and the policy prevails over any conflicting policy adopted by the State Board of Education. Education Code 33.081(a), .0811

[FM Legal]

See District UIL Eligibility Calendar on the district website at [www.bisdtx.org](http://www.bisdtx.org) under Departments, Athletics, UIL Eligibility Calendar.

### **Grade Point Scale for GPA Calculation**

*The following provisions shall apply to students who entered grade 9 before the 2013–14 school year.*

The District shall include in the calculation of class rank grades earned in all high school credit courses taken in grades 9–12, unless excluded below.

The calculation of class rank shall exclude grades earned in or by physical education; athletics; cheerleading; PAL; driver's education; a local credit course that does not carry state graduation credit; student leadership; independent study; credit recovery; a course for which a pass/fail grade is assigned; credit by examination, with or without prior instruction; private or commercially sponsored physical activity programs used for physical education credit; and

summer school. Additionally, credit transferred from non-accredited private schools or home schools will not be included in GPA calculations.

The District shall categorize and weight eligible courses as Advanced Placement (AP), Pre-AP, Advanced, and Regular in accordance with provisions of this policy.

Eligible AP courses designated in the student handbook shall be categorized and weighted as AP courses.

Eligible Pre-AP courses and dual credit courses designated in the student handbook shall be categorized and weighted as Pre-AP courses and dual credit courses..

All other eligible courses shall be designated as Regular courses.

The District shall assign weights to grades earned in eligible courses and shall calculate a weighted numerical grade average in accordance with the following scale:

Category	Weight
AP Courses	multiplied by 1.17
Pre-AP / Dual Credit Courses	multiplied by 1.15
Advanced Courses	multiplied by 1.12
Regular Courses	multiplied by 1.00

The District shall record unweighted numerical grades on student transcripts.

***Application of the previous provisions began with students who entered grade 9 prior to the 2013–14 school year.***

The District shall include in the calculation of class rank grades earned in all high school credit courses taken in grades 9–12, unless excluded below.

The calculation of class rank shall exclude grades earned in or by physical education; athletics; cheerleading; PAL; driver's education; a local credit course that does not carry state graduation credit; student leadership; independent study; credit recovery; a course for which a pass/fail grade is assigned; credit by examination, with or without prior instruction; private or commercially sponsored physical activity programs used for physical education credit, private or commercially sponsored fine arts programs; and summer school.

In addition, the calculation of class rank shall exclude grades earned through a non-accredited distance learning.

The District shall categorize and weight eligible courses as AP, dual credit, Pre-AP, and Regular in accordance with provisions of this policy.

Eligible AP courses designated in the student handbook shall be categorized and weighted as AP courses.

Eligible dual credit courses designated in the student handbook shall be categorized and weighted as dual credit courses.

Eligible Pre-AP courses and Advanced courses designated in the student handbook shall be categorized and weighted as Pre-AP courses and Advanced courses.

All other eligible courses shall be designated as Regular courses.

The District shall assign weights to grades earned in eligible courses and shall calculate a weighted numerical grade average in accordance with the following scale:

Category	Weight
AP Courses/OnRamps	multiplied by 1.17
Dual Credit Courses	multiplied by 1.15
Pre-AP / Advanced Courses	multiplied by 1.12
Regular Courses	multiplied by 1.00

The District shall record unweighted numerical grades on student transcripts.

### **Grade Weights for Report Card Calculation**

The final report card grades are calculated using a system of weighted grades. Grades carry more or less weight (value) in the final grade depending on the type of grading category.

# Grade Weights for Report Card Calculation

<b>1<sup>st</sup>- 4<sup>th</sup> Grade Levels</b>	<b>60% Daily Grades</b>	<b>40% Major Tests, Assignments, &amp; Projects</b>
Examples:	Classroom Assignments Homework Formative Assessments	Common Assessments Major Tests Summative Assessments Project Based Summative Assessments
<b>5<sup>th</sup>- 6<sup>th</sup> Grade Levels</b>	<b>40% Daily Grades</b>	<b>60% Major Tests, Assignments, &amp; Projects</b>
Examples:	Classroom Assignments Homework Formative Assessments	Common Assessments Major Tests Summative Assessments Project Based Summative Assessments
<b>7<sup>th</sup>- 12<sup>th</sup> Grade Levels</b>	<b>40%</b>	<b>60% Major Tests, Assignments, &amp; Projects</b>
	Classroom Assignments Homework Formative Assessments	Common Assessments Major Tests Summative Assessments Project Based Summative Assessments

## Homework

Homework will be carefully examined and constructed so that it becomes a meaningful part of learning. Homework assignments shall be planned in accordance with the following guidelines.

### Homework Guidelines:

- If the homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student.
- Students shall understand not only what to do, but also how to do it independently.
- The homework assignment must pertain to previously taught skills.
- Homework assignments must be adapted to individual needs.
- Homework assignments must be reasonable in view of the students' home resources.
- Every homework assignment must be properly evaluated.
- Documentation of homework assignment may be referenced in lesson plans and / or grade book.
- Homework should be an integral part of the classroom activities. Homework will not be used as a means of punishment.
- If appropriate, homework activities need to be creative; they may include such experiences as individual field trips, collections, educational TV programs, making models, posters, or any assignment that could supplement the regular classroom activities and experiences.
- Prompt feedback concerning the quality of work should be provided.

Grade(s) 1-4:

Homework shall be returned with feedback to the student within 48 hours from the time the homework was collected. Homework should take place each weeknight. Each student should spend approximately ten minutes per grade level in addition to the reading log requirements. Example: A student in first grade should spend approximately 10 minutes on homework per weeknight plus the reading log requirements. A student in fourth grade should spend approximately 40 minutes on homework per weeknight plus the reading log requirements.

Grade(s) 5-12:

Homework should take place each weeknight. Each student should spend approximately ten minutes per grade level in addition to the reading requirements. Example: A student in sixth grade should spend approximately sixty minutes on homework tasks per weeknight plus the reading requirements.

Pre-Advanced Placement, Advanced Placement:

These are college prep or college level courses. By design, homework and other assignments are more rigorous and demand greater time and effort. Example: Students in a PAP or AP courses are required to complete summer assignments and assignments that require additional time in the evening, weekends and holidays.

### **Late Work**

If a student does not turn in an assignment when due, a deduction in points **may result**. Extenuating circumstances **may occur** that are out of the control of the student and which prevent him/her from completing and returning their assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the work. Teachers **may grant exceptions** to this late work penalty as appropriate. The usual penalty for late work is as follows:

### **Students in grades 1<sup>st</sup> – 12<sup>th</sup>**

Late work may receive a reduction in grade of 10 points per day. For example: If a student turns in work one day late and the grade earned is an 87, the student will receive a 77 because  $87 - 10 = 77$ . Maximum reduction is 40 points.

All assignments must be completed by the end of the appropriate grading period as defined on the district calendar.

## **Limited English Proficiency**

In assessing students of Limited English Proficiency (LEP) for mastery of the essential knowledge and skills, the district shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways in accordance with the IEP or LPAC documentation:

- assessment in the primary language;
- assessment using ESL methodologies;
- TELPAS (Texas English Language Proficiency Assessment System)

## **Makeup Work after Absences**

Students are expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time. Allotted time for students to turn in assignments following absences is equal to one day for each day of absences plus one additional day. For example, if a student is absent for 3 days, the student has 4 days (3 + 1 days) to submit assignments.

In grades 1st – 6th, the District shall not impose a grade penalty for make-up work after an unexcused absence. In grades 7th – 12th, students may receive a zero for make-up work after an unexcused absence.

For 1st – 4th grades, it is the responsibility of the classroom teacher to provide the student with the assigned makeup work. For 5th – 12th grades, it is the responsibility of the student to acquire the makeup work assignments.

Makeup work that is not made up within the allotted time will be subject to the late work policies.

## **Mastery Learning**

Mastery Learning provides the student with the opportunity to relearn certain academic objectives and retest for a passing grade. Mastery learning is intended as an opportunity to demonstrate learning when an assignment, test or major project has been failed. In such cases students will proceed as follows according to grade level.

- |   |  |
|---|--|
| <b>1<sup>st</sup>– 4<sup>th</sup> grades</b>  | Students will have one opportunity to recover a failed grade (summative assessment) to a maximum grade of 70. The due date is left up to teacher discretion.   |
| <b>5<sup>th</sup> – 6<sup>th</sup> grades</b> | Students will have one opportunity to recover a failed grade to a maximum grade of 70 in a general education or Pre-AP course before the end of the day of the Monday following the parent notification in the “Thursday Yellow Folder”. |

**7<sup>th</sup> – 8<sup>th</sup> grades**

Retesting/test corrections or resubmission must occur within 3 class periods once the graded assignment or assessment has been physically returned to the student. The teacher determines when the retesting and/or submission of test corrections will take place. Students will have one opportunity to recover a failed grade to a maximum grade of 70 in a general education or Pre-AP course.

**(9<sup>th</sup> – 12<sup>th</sup> grades)**

Retesting/test corrections or resubmission must occur within 3 class periods once the graded assignment or assessment has been physically returned to the student. The teacher determines when the retesting and/or submission of test corrections will take place. Students will have one opportunity to recover a failed grade to a maximum grade of 70 in a general education or Pre-AP or AP course.

**Minimum Grades**

**1<sup>st</sup>- 6<sup>th</sup> grades**

Per nine week grading period for all subjects:

Minimum of 9 daily grades

Minimum of 3 major grades

Minimum of 12 total grades (daily and major combined)

**7<sup>th</sup> – 12<sup>th</sup> grades**

Per six week grading period for all subjects:

Minimum of 7 daily grades

Minimum of 3 major grades

Minimum of 10 total grades (daily and major combined)

**Dual Credit**

Students who are enrolled in dual credit courses through ACC or any institute of higher education are required to follow all ACC policies and procedures with regard to conduct and academic standards and to abide by the student handbook located on the ACC website. ACC instructors are not required to follow BISD grading guidelines. It is crucial that dual enrollment students follow the guidelines put forth by ACC and the specific course instructor.

**Recording Grades in Skyward**

Grades placed in the teachers’ electronic gradebook system become immediately available to parents via a secure internet site. Teachers endeavor to provide feedback as quickly as their workload allows. The guidelines for entering grades into the system are listed below and only count school days. Please understand that this guideline applies to standard assignments and missing grades and not extended projects and assignments.

- Grades 1<sup>st</sup>- 4<sup>th</sup> .....4 days
- Grades 5<sup>th</sup>-8<sup>th</sup> .....6 days Two new grades entered each Monday by 8:00 am
- Grades 9<sup>th</sup>-12<sup>th</sup> .....6 days Two new grades entered each Monday by 8:00 am

Ideally, students should be able to use graded assignments to determine if they should attend tutorials. Students can also utilize assignments to study for assessments. Therefore, every effort should be made for assignments to be graded and returned to students in a timely manner.

Ungraded Assignments: Teachers will use the asterisk \* to denote missing grades. Received but ungraded assignments will be denoted with G.

All grades recorded in Skyward will be based on a 100 point grading scale. Teachers may apply a curve prior to input as needed.

### **Progress Reports**

Notice of a student's performance in any course shall be issued after the third week of a six-week grading period (grades 7-12) or during the fourth week of a nine-week grading period (grades 1-6).

### **Promotion and Retention**

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. The District shall comply with applicable state and federal requirements when determining methods for students with disabilities or students who are English language learners to demonstrate mastery of the curriculum.

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP).

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Students in kindergarten shall be evaluated for mastery of grade-level standards. Promotion to grade 1 shall be based on an overall average of 3 on a scale of 4 based on course-level, grade-level standards (essential knowledge and skills) for reading, language arts, and mathematics.

In grades 1–2, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) in each of the following subjects: reading, language arts, and mathematics.

In grades 3–4, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) in each of the following subjects: reading, language arts, mathematics, and either science or social studies.

In grades 5–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, and either science or social studies.

### **Student Success Initiative**

- Student Success Initiative (SSI): In addition to local standards for mastery and promotion, students in grades 5 and 8 must meet the passing standard established by the State Board on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade. For most students, this is the STAAR Reading and Math.

Grade-level advancement for students in grades 9–12 shall be earned by course credits.

If a parent initiates an appeal of his or her child’s retention following the student’s failure to demonstrate proficiency after the third testing opportunity, the GPC (grade placement committee) shall review all facts and circumstances in accordance with law.

The student shall not be promoted unless:

3. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and
4. The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student’s parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student’s progress during the following school year to ensure that he or she is progressing in accordance with the plan.

When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.

If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with the District’s standards for promotion.

In the event a student is not promoted to the next grade level, the District shall nevertheless assign the student to an age-appropriate campus, unless:

1. The student’s parent requests that the student be assigned to the same or a similar campus setting; or

2. The student's GPC determines that it would be in the student's best interest to be assigned to the same or a similar campus setting. Criteria to be considered for this decision may include:
  - a. Recommendations from the student's teachers.
  - b. Observed social and emotional development of the student.

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students.

[EIE Local]

### **Report Cards**

Report cards are sent home via students' backpacks to parents of elementary students the Thursday following the end of each grading period. Secondary students receive report cards via U.S. mail.

### **Retesting**

The 3 day retesting window for students who have failed an assignment or an assessment will begin when the graded assignment or assessment is returned to the student.

### **Special Education/ Section 504**

Admission, Review, Dismissal (ARD) Committees may designate classes and the Individual Education Plan (IEP) Goals that should be taken into consideration when determining a student's grades as part of the overall requirements for course/TEKS mastery. Also, as per Special Education, a student who fails two consecutive nine weeks (1<sup>st</sup>- 6<sup>th</sup> grades) or six weeks (7<sup>th</sup>- 12<sup>th</sup> grades) in the content areas, should have a staffing to review the student's IEPs, consider reason(s) for failure, propose interventions and/or accommodations that may include IEP amendments or modifications.

### **Suspension from School (OSS)**

The District shall not impose a grade penalty for make-up work after an absence because of suspension.

## Transfer of Grades

When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District if similar or equivalent courses are offered to the same class of students in the District. [EIC Local] . The district shall use the conversion scale below for transcripts that contain only letter grades:

A+	98	B+	88	C+	78	D	70
A	95	B	85	C	75	F	65
A-	93	B-	83	C-	73		

## Tutoring Requirements

The District shall not remove a student from a regularly scheduled class for tutoring or test preparation for more than ten percent of the school days on which the class is offered without a parent's written consent. [EC Local]

For all tutoring, students and parents will be notified of the specific academic need for the tutoring. This information documents the need for tutoring and acts as a base-line to measure progress during tutoring. Teacher and tutors will inform the students and parents of the progress of tutoring by grading instructional work completed in tutoring, quizzes, retests, etc. A record of progress will be communicated to the student and parents upon completion of tutoring.

A student who fails any state assessment in grades 3-8 must receive accelerated instruction in the applicable subject area, which may include instruction outside of normal school operating hours.

In addition, a student who fails to perform satisfactorily on reading and/or mathematics assessments at grades 5 and 8 may not be promoted to the next grade unless he or she completes all required accelerated instruction. This instruction may require participation of the student before or after normal school hours, during summer school, or before the beginning of the next school year. The law requires school districts to provide students up to three assessment opportunities during the spring and summer of the year, outlines the provision of accelerated instruction after each assessment opportunity, and describes parents' rights regarding promotion and retention. The entire text of the law is available online at

<http://www.statutes.legis.state.tx.us/DOCS/ED/PDF/ED.28.pdf>

