



TYLER ISD

SUCCESSFUL STUDENT OUTCOMES

**SECONDARY
GRADING
HANDBOOK
2023-2024**

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GRADING HANDBOOK

TYLER ISD

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AWARD OF CREDIT

Academic Achievement Record (9-12)

Policies EI, FDA and FL

The District shall use the academic achievement record (transcript) form designated by the State Board and shall be maintained permanently by the District. Any credit earned must be recorded on the transcript regardless of when the credit was earned. Copies of the record shall be made available to students transferring to another district, and the District shall respond promptly to all requests for student records from receiving districts.

Advanced Courses

TAC 74.30, Policy FM (LOCAL)

The following are identified as advanced classes concerning extracurricular activities:

- All College Board Advanced Placement courses
- All Dual Credit courses
- Pre-calculus;
- Languages other than English courses Levels IV-VII
- All Pre-AP and Advanced courses

Aging Out

Policy EIF

A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP. 19 TAC 89.1070.

Award of Credit

TAC 74.26, Policy EI

The award of credit for a course by a school district affirms that a student has satisfactorily met all state and local requirements. A student may not be given credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered. Education Code 25.092 [See FEC] Credit for courses for high school graduation may be earned only if the student received a grade of 70 on a scale of 100, based upon course-level, grade-level standards of the essential knowledge and skills curriculum. Credit earned toward state graduation from an accredited school district shall be transferable and must be accepted by any other school district in the state. A district may not prohibit a new student from attending school pending receipt of transcripts or records from the school district the student previously attended. Credit earned in a local-credit course may be transferred only with the consent of the receiving school district. A school district must ensure that the records or transcripts of out-of-state, out-of-country, or Texas nonpublic school students are evaluated and that the student is placed in appropriate classes promptly.

For grades 9-12 and high school courses taken in middle school, nine week grades are averaged after each semester, and course credit is awarded by semester for any grade of 70 or above. In the case that a student in grades 9-12 fails the 1st or 2nd semester of any year-long course taken in the same academic year, both semesters can be averaged. Credit will be awarded based upon the course average of the two

semesters. In order to benefit the student, partial credit may be awarded if only one semester receives a passing grade.

Certificates of Coursework Completion

Policy EI (LOCAL)

The District shall not issue certificates of coursework completion to students who fail to meet all state and local requirements for graduation. (See also EIF, EIG, FMH 19 TAC 74.14)

Correspondence Courses

Policy EHDE (LOCAL)

Under certain circumstances, high school students may be eligible to take correspondence courses and earn credit toward graduation. Prior approval is required before enrollment in a course. Students may earn a maximum of two (2) state required credits through correspondence courses and may be enrolled in only one course at a time. The score and credit earned in a course shall be placed on the student's transcript and the score shall be used to calculate class rank (where applicable under EIC (LOCAL)).

Full time students may be eligible to take courses through Texas Virtual School Network (TxVSN) to earn credit for graduation. The number of credits earned through TxVSN cannot be limited.

Courses Taken in Middle School for High School Credit

Policies EI, EHAC

The District may offer courses designated for grades 9-12 in earlier grade levels. All policies, procedures and rules that apply to courses taught on the high school campus will apply to high school courses taught on the middle school campus. Credit must be awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student received instruction in the course or the grade level at which proficiency was attained. The academic achievement record shall reflect that the students have satisfactorily completed courses at earlier grade levels from grades 9-12 and have been awarded state graduation credits. Students enrolled in a high school course subject to an End of Course (EOC) exam will be required to take the exam.

Credit for the middle school courses will be awarded in the same manner as high school courses.

Students who complete high school mathematics or science courses in Middle School will still be required to take three (3) additional math courses after 8th grade. All students who earn credit for Algebra I in Middle School will be required to take the SAT or ACT prior to graduation as part of state testing and state accountability requirements for Tyler ISD.

Credit by Examination with Prior Instruction

Policy EHDB (LOCAL)

If a student has failed to demonstrate mastery for a course due to a failing grade or excessive absences, Credit by Examination may be used to regain credit. Credit by Examination shall not be used to gain eligibility for participation in extracurricular activities. A fee is charged by the District to purchase each exam. To receive credit, students shall score a grade of 70 or above on an examination. If a score of 70 or above is attained, the score shall be placed on the student's transcript and shall be used to calculate class rank, when applicable. If an attempt to pass an examination is unsuccessful, a failing score on the examination shall not be reported on the student's transcript.

Credit by Examination without Prior Instruction – Individualized Learning Policy EHDC (LOCAL)

If a student wishes to take an examination for acceleration, no fee shall be charged if taken on the published dates. The District requires students to reimburse the cost of exams that were scheduled and not attempted by the student. If a parent or student requests an alternative examination, the District may administer the test purchased by the parent or student from a State Board approved university. If a score of 80 or above is made, credit shall be awarded. The score and credit shall be placed on the student transcript and shall be used to calculate class rank, when applicable. If an attempt to pass an examination is unsuccessful, a failing score shall not be reported on the student's transcript. Weighted grade points for a Credit by Examination will only be awarded when the credit earned is only offered as a Pre-AP, Advanced or AP course (i.e., Calculus or Spanish IV). Examinations are offered four times a year and posted on the district's assessment calendar. To request CBE, an application is submitted to the campus counselor who will then submit it to the assessment office for final processing.

In order for an Advanced Placement (AP) Exam Score to be used towards award of credit for high school graduation and placed on the official high school transcript, the student must take any AP exam(s) for credit by examination without prior instruction no later than the spring semester of their Junior year. AP Exam scores will be transcribed with the following grade equivalents:

AP Exam Score Conversion Table

AP Exam Score	Tyler ISD Grade Equivalent
5	100
4	90
3	80
2	—
1	—

Credit Recovery

The intent of Credit Recovery is to recover credit when a student has not mastered the content at a 70 percent level. Credit Recovery is not offered to replace instruction when a student has not mastered a majority of the content. Guidelines for entering credit recovery:

- Credit recovery is available for students in their second year of high school or later on a case by case basis with the approval of the student's counselor and the administrator assigned. Campuses should have a method for tracking who is enrolled in credit recovery courses and when they complete the course. Each campus will establish procedures for getting credit recovery grades reported to the counselor and documented on the transcript.
- Students must have **earned** a grade of "50" or above in the course they are taking to qualify for credit recovery or have special permission from the principal. Any grade below a "50" would dictate the need to retake the course.
- Students may not be concurrently enrolled in the same course.

Other guidelines for Credit Recovery:

- Credit Recovery awards a Pass / Fail grade for the course. A “P” is what is reported on the report card and equates to a “70”. A “P” cannot be averaged with the other semester grade earned in a course.
- Students applying for NCAA Eligibility must verify Pass/Fail grades will count towards eligibility based on the current NCAA requirements: <https://ncaa.egain.cloud/kb/EligibilityHelp/home>

Dual Credit Courses

Policy EHDD (LOCAL)

High school students who meet entrance requirements may be granted credit for college courses taken at approved institutions. Students must submit a written request for credit to the high school principal, prior to enrollment. College courses may be taken concurrently with high school courses or during the summer. Students must pay all costs associated with taking college courses such as tuition, textbooks, etc. Upon completion of a course, a student must furnish the District an official college transcript. To receive high school credit, a course grade shall be no lower than a 70.

Academic and Technical Dual Credit courses offered concurrently with high school courses are taught by high school teachers approved by Tyler Junior College or a TJC Professor. These dual credit courses are taught at college level rigor. Students enrolled in dual credit courses will follow the grading guidelines of the college awarding credit for the course. Please refer to the dual credit syllabus for additional information. If the campus offers dual-credit courses, students are required to enroll on campus. Any exceptions must be approved by the principal prior to enrollment. The college grade for courses taught on the high school campus through distance learning TV or the internet shall be calculated under the rules of the college. The scores for dual credit courses will be posted to the academic achievement record regardless of pass/fail status.

Dropping a dual credit course will be handled in accordance with the college's drop schedule. If a student chooses to drop a dual credit class after the first six weeks of the semester, they will be required to make up the dropped credit through an on-line program or credit by exam. Students who choose credit recovery after dropping a dual credit course, will receive a Pass/Fail grade. Credit by exam credit will be awarded in accordance to TEA credit by exam requirements.

Early Graduation

Policy EIF

A parent is entitled to request, with the expectation that the request will not be unreasonably denied, that the parent's child be permitted to graduate from high school earlier than the child would normally graduate, if the child completes each course required for graduation. The decision of the Board concerning the request is final and may not be appealed. Education Code 26.003(a)(3)(C) 26.003(b) [See FMH, FNG]

To be eligible to graduate early, a student shall complete all coursework and exit-level testing required of the ninth-grade class in which he or she begins high school. A student wishing to graduate in fewer than four years shall complete a written application in the counselor's office before the beginning of his or her sophomore year. Written parental approval shall be submitted with the application. The student shall receive counseling regarding requirements and schedules. Policy EIC (LOCAL). Students graduating under the foundation plan are only eligible for early graduation once they have met the requirements for earning at least one endorsement, in accordance with House Bill 5 (2013) and Policy EIF.

Graduation: Academic Achievement Requirements

Policy EIF

A student may graduate and receive a diploma only if the student successfully completes:

- The curriculum requirements identified by the State Board of Education and has performed satisfactorily on the assessment instruments for English language arts, mathematics, social studies, and science as identified in Education Code 39.025 and administered by a Texas school district, Texas education service center, open enrollment charter school, the Texas Education Agency (TEA); or other individual or organization designated by the Commissioner of Education; or
- An individualized education program (IEP) developed under Education Code 29.005. [See EHBAB]

Notification of Graduation Requirements

Policy EIF

In order to provide timely and full notification of graduation requirements, the Superintendent shall be responsible for:

- Notifying each student and the student's parent or guardian in writing no later than the beginning of the student's seventh-grade year of the testing requirements for graduation.
- Notifying each student in grades 7-12 new to the District and the student's parent or guardian in writing of the testing requirements for graduation; and
- Notifying each student who shall take the tests required for graduation and the student's parents or guardian, as well as out-of-school individuals, of the dates, times, and locations of testing. 19 TAC 101.13

Pass/Fail Courses

Pass / Fail Courses will not be offered at the middle school level.

Personal Graduation Plan (PGP)

Policy EIF

A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop an Individualized Learning Plan (ILP) and administer a Personal Graduation Plan (PGP) for each student enrolled in 6th – 12th grade who:

- Does not perform satisfactorily on a state assessment instrument; or
- Is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine, as determined by the District.

A PGP must:

- Identify educational goals for the student;
- Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
- Include an intensive instruction program described in Education Code 28.0213 [See EHBC];
- Address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student: and
- Provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve the learning and cognitive ability.

A student's IEP developed under Education Code 29.005 [see EHBAB] may be used as the student's PGP. Education Code 28.0212

Physical Education Substitutions

Policy EIF (LOCAL)

The District shall allow students to substitute drill team, marching band, or cheerleading for the fall semester; Junior Reserve Officer Training Corp (JROTC), Navy National Defense Cadet Corps (NNDCC) and athletics for a total of one credit of physical education.

Per Board policy, the district will award PE credit for appropriate private or commercially sponsored physical activity programs conducted on or off campus. The District must apply to the Commissioner for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions:

- Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the Superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.
- Private or commercially sponsored physical activities include those certified by the Superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

Restrictions

All substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. No more than four substitution credits may be earned through any combination of substitutions listed above.

Private or Commercially-Sponsored Physical Activity Programs

Policy EIF (LOCAL)

The District shall award state graduation credit for physical education for appropriate private or commercially-sponsored physical activity programs conducted either on or off campus, upon approval by the Commissioner of Education. Students are responsible for obtaining prior approval from the Tyler ISD Athletics department before beginning the course.

Reading for State Graduation Credit

Policy EIF

The District may offer a maximum of 3 credits of reading for state graduation elective credit for identified students. Students shall be identified as eligible to earn reading credit based on recommendation by a teacher or counselor and scores on assessment instruments and/or achievement tests.

Repeat Courses

Students at the high school level shall not be allowed to repeat a course which they completed with an average of 70 or better and were awarded credit. This regulation would apply to any course recognized by the state and Tyler ISD that earns credit for graduation whether offered at the high school or middle school level. Students may be allowed to audit courses with administrative approval.

State Graduation Requirements

Policy EIF

All credit for graduation must be earned no later than grade 12. For current state graduation requirements see

<https://tea.texas.gov/academics/graduation-information/house-bill-5-foundation-high-school-program>

Tyler ISD requires ½ credit in speech and ½ credit in health for graduation. For complete details on the graduation requirements for students based on year of high school entry, please contact your school counselor.

Transfers from Out-of-State or Nonpublic Schools

Policy EIF

Out-of-state or out-of-country transfer students (including foreign exchange students) and transfer students from Texas nonpublic schools are eligible to receive a Texas diploma but shall complete all high school graduation requirements under 19 TAC 74.11, 74.41 or 74.51, as applicable, to satisfy state graduation requirements. Any course credits required for graduation that are not completed before enrollment in the District may be satisfied by credit by examination, correspondence courses, distance learning, or completing the course according to the provisions of 19 TAC 74.26. 19 TAC 74.11(f), 74.41(e), 74.51(f) [See EEJA, EEJB, EEJC, EHDE, and EI]

When a student from home school or non-accredited private school enters Tyler ISD, an approved district or released state assessment may be administered for placement. Once the transcripts are analyzed and any testing completed a committee will meet to determine award of credit and appropriate grade placement.

CLASS RANK

Class Ranking

Policy EIC (LOCAL)

For the purposes of class rank, courses designated as Advanced Placement (AP), or approved dual credit courses shall be assigned an additional ten (10) points on the final grade for each course if they are in the four core areas of English Language Arts, Mathematics, Science and Social Studies, as well as Languages Other than English (LOTE). Courses designated as Pre-Advanced Placement and Advanced shall be assigned an additional five (5) points on the final grade for each course if in one of the four core areas or LOTE. Other courses shall be assigned no additional points unless approved by the District. Pre-AP, Advanced, AP and Dual Credit weighted points are not reflected on a student's report card or transcript. The weighted points are used for local ranking purposes only.

Any high school courses taught at the middle school level that count toward class rank from the list in the high school grading handbook will be calculated toward class rank. All middle school courses taken for high school credit will be placed on the high school transcript.

Beginning with students who entered 9th grade in 2013-14 or later, class rank shall be based on a weighted grade average using semester grades earned in courses taken in the four core areas of English/Language Arts, Mathematics, Science, and Social Studies, as well as Languages Other Than English. All courses eligible for class rank are designated in the High School Course Guide. The weighted

grade average shall be rounded to the nearest thousandth and final class rank shall be assessed after the third nine weeks of the senior year. All course grades will continue to count toward the student's cumulative grade point average.

Grades earned in the district shall be included in the determination of class rank. When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades if the same course is offered in the District. If a student transfers into the District with letter grades, these grades will be converted and recorded on the academic achievement record according to the following scale:

A+ = 98	B+ = 88	C+ = 78	D = 70
A = 95	B = 85	C = 75	F < 69
A- = 93	B- = 83	C- = 73	

Unofficial class standing will be available to each student or parent upon request from the grade level counselor following each semester in grades 9-12. Upon determination, students in grade 12 shall be notified of official class rank. Official class rank for students in 12th grade will be determined following the completion of the 3rd Nine Weeks.

Class Ranking for Early Graduation

Policy EIC (LOCAL)

A student who completes graduation requirements in fewer than four years shall be ranked in the class with which he or she actually graduates. Early graduates shall be eligible for valedictorian and salutatorian positions if they are reclassified after receiving 18 credits. However, a student who meets the requirements of the early high school graduation scholarship program under Education Code 56.203 at the end of summer school shall not be ranked within a graduating class and shall not be eligible for valedictorian and salutatorian honors.

Valedictorian and Salutatorian

Policy EIC (LOCAL)

Two members of each graduating class shall be honored as valedictorian and salutatorian. The following guidelines apply:

- To be eligible for valedictorian or salutatorian honors, a student shall have been initially and continuously enrolled in the assigned school for the four regular semesters (fall and spring) preceding graduation and shall have completed the Distinguished level of achievement under the Foundation High School Program.
- To qualify to speak at graduation as valedictorian or salutatorian, a student shall not have been engaged in any serious misconduct as defined by the Student Code of Conduct, including assault, possession of a weapon, alcohol or drug-related offenses, arson, or felony criminal mischief during his or her last four regular semesters.
- Should the valedictorian or salutatorian not be the first or second ranked student in the class due to eligibility requirements for these honors, the actual class rank will be indicated on the graduation program through the salutatorian position.

GRADING

Academic Dishonesty

Policy EIA (LOCAL)

Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties and grade penalties on assignments or tests. 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 other supervising professional employee, taking into consideration written materials, observation, or information from students.

Specific discipline and/or grade penalties for academic dishonesty will be handled at the campus level. Teacher syllabi and/or campus student handbooks will include information relevant to this policy.

Additionally, the use of generative artificial intelligence for the purpose of plagiarism is strictly prohibited as a violation of the district's acceptable use policy. Generative AI refers to the use of computer algorithms to generate original content that mimics human writing styles. While this technology can be useful for various academic and creative purposes, it is important to note that using generative AI to plagiarize someone else's work, including that of a computer program is unethical and can result in academic consequences.

Academic dishonesty in a college course could impact a student's permanent college transcript. "If in the judgment of the Tyler Junior College instructor, cheating or plagiarism has occurred, he or she may assess an appropriate penalty: an 'F' on the assignment, an 'F' in the course, and/or a recommendation that the student be suspended from the College."

Gifted and Talented Program

Secondary gifted and talented students are served through advanced studies courses such as Pre-AP, Advanced, AP, and Dual Credit. Students in the gifted program may be assessed to determine if the program meets the educational needs of the student. At any time, the parent of a gifted student, the regular classroom teacher, the advanced studies teacher, or principal may request a meeting to review a student's placement in the program. If the consensus of the review committee determines the program is not meeting the educational needs of the student, the student may be withdrawn from services. Secondary students who are not enrolled in an advanced studies course may also be withdrawn from the program.

Students may not be removed from participation in the gifted and talented program on the basis of only one criterion, such as grades. However, a grade below 80 may signal that a review of the student's participation in the course of study needs to be conducted. Just as several criteria are used to determine placement, several criteria are required for withdrawal. A gifted and talented placement review form must be completed for each student being assessed.

GRADING GUIDELINES

Policy EIA (LOCAL)

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned. Guidelines for grading shall be clearly communicated to students and parents.

Grading Guidelines

Use the following procedures for grading:

- Students shall not grade assignments or record official grades.
- Grammar and spelling errors shall be noted on student assignments as appropriate.
- In physical education classes, grades 6-12, all grades should be based on student performance in relation to the Texas Essential Knowledge and Skills. The academic grade should not reflect discipline, lack of dressing out or lack of participation.
- Numerical grades shall be used for grade reporting, record purposes, and student ranking.
- The principal or teacher shall keep the final examination papers on file for six weeks.
- Grades will be recorded in the grade book by the teacher at least once a week in order to maximize parent/guardian involvement and intervention opportunities.
- The grade average earned in credit courses shall be recorded on the student transcript.
- An "I" may be assigned to indicate the student's inability to complete the work for a grading period due to excused extended absences. An incomplete grade of "I" shall be removed from the student's record as soon as possible and can only be given in accordance with Board policy. In no incomplete instance should an incomplete remain beyond the end of the next grading period without approval of the principal.
- Grades shall not be changed following the end of a reporting period unless an error has been made. Grade change requests must be submitted on the appropriate forms and shall be subject to the principal's approval.
- The academic grade should not reflect discipline.
- Each classroom teacher has the responsibility of providing a syllabus to students and parents/guardians regarding all aspects of grading policies. Included would be each teacher's policies regarding the acceptance of late work, make-up work, as well as the weighting assigned to different types of grades.
- Grade disputes, misunderstandings or miscommunications between the student, parents, and the classroom teacher should be settled as rapidly as possible. When feasible, any such misunderstanding should be settled within a ten-day working time frame. When an academic grading dispute occurs, the principal or his/her designee should be contacted. If appropriate, the student's principal should be included. If there is no such satisfaction at this point, the campus principal will be consulted.

Grading and Progress Monitoring of Special Education Students

The ARD Committee is responsible for making decisions surrounding grading practices for students with disabilities. ARD committees must base grading considerations and decisions on individual student needs.

Day-to-day decisions by classroom teachers pertaining to grading should reflect the ARD committee's choices for accommodations, modifications, IEP goals, progress monitoring, and grading. ARD committees must ensure that accommodations and modifications included in the IEP are effective for the student. Accommodations and modifications should assist students in accessing and progressing in the general curriculum and in meeting his/her IEP goals. Their intent is not so that a student passes a class. (Freedman, 2008).

The ARD committee is also responsible for continuously reviewing and updating its decisions based on a student's progress and based on his/her present levels of academic achievement and functional performance (PLAAFP). The ARD committee also ensures support and services are being faded, increased, and altered (when appropriate) to ensure progress in the least restrictive environment and aptly providing a free appropriate public education (FAPE). The least restrictive environment is inclusive of supports and services, not simply a location where services are received.

Educators involved in the decision making progress should react quickly to low grades that might indicate a student is struggling to access or make progress in the general education curriculum. When there is concern that the current supports and supplementary services are no longer effective for a student, an ARD committee meeting shall take place. The ARD committee must revise the IEP as appropriate to address a student's lack of expected progress toward the annual goals and in the general education curriculum (34 CFR §300.324(b)(1)(ii)(A) and 1414(d)(4)(A)(ii)(I)).

The following charts differentiate the various roles that individuals and/or groups serve in the decision making process concerning grading students with disabilities. In addition, the charts can serve to clarify specific responsibilities of those individuals and the actual grading process.

Decision Making Responsibilities Related to Grading

ARD Committee (Makes individualized decisions for each student)	Administrator (Makes general decisions for a campus)
<ul style="list-style-type: none"> • Determines location, duration, and frequency of services that will allow a student to access and make progress in the general education curriculum. • Determines who (what position: Special Educator, General Educator, Related Service Provider, Etc.) is responsible for implementing and measuring progress toward IEP goals.* • Determines the accommodations, modifications, supports, and supplementary aids and services needed by each student with a disability to successfully be involved in and progress in the general curriculum while achieving the goals of the IEP. • Determines “how often” and “how” the LEA will monitor and report the student’s progress towards IEP goals. • Determines promotion/retention decisions.** • Determines modified grading policy if appropriate.*** 	<ul style="list-style-type: none"> • Determines any “campus” grading policies for all students • Determines master schedule for campus, including assignments of teachers and support staff. Administrators would also determine a teacher of record for grading purposes. • Determines how to implement the district’s grading policy. • Determines how those implementing the IEP would document supports, including accommodations, modifications, and specially designed instruction.

*This determination is not a requirement, but ARD committees may find it helpful to include this information in a student’s IEP.

** ARD committees will make decisions pertaining to promotion and retention, serving also as the grade placement committee when a student fails, with the **exception of determining if a student receives “course credit” for high school.**

***If appropriate accommodations, modifications and specially designed instruction are in place for a student, there should be few instances when there would be a need to alter the student’s individual grading policy. When doing so, the ARD committee should be able to defend the reason and ensure that the committee made the decision based on individual student needs. **The ARD committee must also ensure that the grading policy a student’s teachers use is one that is also available to all students regardless of special education eligibility.**

More information on grading for students receiving services through special education can be found through [TEA’s Grading and Progress Monitoring for Students with Disabilities](#)

Grading of Students placed at the District Alternative Education Placement Facility (DAEP)

Online learning through classroom courses, curriculum based software programs and additional materials will be used to provide instruction and collect grades for core area coursework of students attending the Tyler ISD DAEP program. All coursework not available through the above mentioned pathway shall be provided by the home campus teacher of record to the DAEP Coordinator's designee. That designee shall be the official contact to receive and return coursework to the home campus teacher.

Students placed at the DAEP are responsible for all work assigned by the home campus teacher. These assignments should be included in grading. If an assignment is unable to be completed without direct instruction from the home campus teacher, the assignment should be excused if assigned during the time the student is in attendance at the DAEP.

A cumulative grade for each student attending the DAEP shall be gathered and reported electronically to a single home campus contact at each grading period and student exit date by the DAEP Coordinator's designee. The home campus contact will distribute the DAEP grades to individual teachers of record. That teacher of record is required to enter the DAEP grade for every missing assignment or exam grade taken from the date the student began attending the DAEP program to the present, or to his or her DAEP placement ending date.

Progress reports and report cards for individual students attending the DAEP will be sent electronically to the DAEP designee for distribution to students on the date determined for report distribution

When possible, students assigned to DAEP who are currently enrolled in Pre-AP, Advanced, AP, and Dual Credit Classes with TJC taught online or by a Tyler ISD teacher will continue in the studies for those advanced classes. Assignments will be sent from the campus teacher to DAEP through the procedure outlined above. Students attending dual credit courses that are not taught online or in a virtual setting, may have to drop or withdraw from their dual credit courses due to their alternative education placement.

Homework

Home assignments are necessary to provide enough time for students to master subject matter and complete long-term projects. Homework should be purposeful, adjusted to the level of the individual child, and related to specific subject objectives. Assignments should provide practice on skills already taught or prepare students to begin a new topic or part of the course.

Sufficient explanation must be given so that students know what they are to do, understand how to do it, realize why they are doing it, and are motivated to complete the assignment. Assignment of homework should be reasonable with regard to regularity and time required. Homework must be evaluated in an appropriate manner by the teacher.

Special consideration should be given to the nature of home study assignments made immediately before holidays, major special events, or weekends. Assignments should be avoided that result in large numbers of pupils contacting a single source. Homework should never be assigned as a disciplinary measure. If graded, homework will be recorded as a daily grade.

Interim Reports (Progress Reports)

Policy EIA (LOCAL)

Interim progress reports shall be issued for all students during the fourth and seventh week of each grading period. Grades are to be indicated on progress reports in Grades K-12. Supplemental progress reports may be issued at the teacher's discretion. Teachers shall contact parents of students with failing grades.

Make-Up Work and Late Projects – Grading Penalties

Policy EIA (LOCAL)

A student will be allowed at least three calendar days from the day the student returns to campus for each day of absence to make up missed class work or assignments. It is the responsibility of the student to secure the assignments from the teacher and make up the work. The student should contact the teacher to make arrangements to obtain the assignments on the day he or she returns to class. In the event the teacher is unable to provide the assignment to the student on the day he/she returns, the three day period will begin at the point the student receives the assignments from the teacher. The make-up work shall be determined by the teacher based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements. Any extenuating circumstances or delay in completing the missed work must be approved by the principal or designee.

Students shall be expected to make up assessments after absences. Make up work of daily assignments will be at teacher discretion as long as the minimum number of required grades is still met. Students shall receive a zero for any assignment or test not made up within the allotted time. Teachers may assign a penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students. The grade for late work after an unexcused absence shall be 70 percent of the original score. The allotted time to make up work for excessive unexcused absences will be at the discretion of the principal. No grade penalty for make-up work after an absence because of suspension is allowed.

Parent Conferences

Policy EIA (LOCAL)

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

Parent Self Serve Portal

Parents and students have the ability to view information that teachers enter in the grade book over the Internet. Changes or additions to student grades are available instantly for both parents and students. Teachers are expected to enter a minimum of 5 (five) grades each three weeks of which 1 (one) must be an assessment and maintain the required number of grades complete with accurate due dates prior to each progress report / report card. All grades, assignments and category weights can be viewed through Parent Self Serve.

Progress Reporting (Report Cards)

Policy EIA (LOCAL)

Grade reports (report cards) shall be issued at the end of every nine weeks grading period and shall be distributed by the teacher to the students at the time and manner arranged by the principal. Students

should be enrolled at least 15 school days to receive a report card for a reporting period.

Relation to Essential Knowledge and Skills

Policy EIA (LOCAL)

The District shall establish instructional objectives that relate to the essential knowledge and skill for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives. The student's mastery level shall be a major factor in determining the grade for a subject or course.

Conduct Grades and Comments

Work Habits and conduct grades, based on classroom observation and judgment of teachers, carry no numerical significance. A student's academic grade average is based exclusively on scholastic achievement. The conduct grade is used to communicate the behavior, cooperation, promptness, and work/study habits of the student. **Conduct grades and comments are not required at the high school level.**

Conduct grades are reported as:

Excellent	Earns consistent praise/recognition for exemplary behavior.
Satisfactory	Conforms to school and class rules. Responds to occasional correction in a positive manner.
Needs Improvement	Requires consistent/repeated correction.
Unsatisfactory	Disrupts class, poor attitude, lacks respect for class or teachers.

If a student receives a Conduct Grade of N or U, the teacher must indicate the reason for the grade by utilizing comment codes on the report card.

Conduct traits are defined as follows and utilized when needing improvement of unsatisfactory behavior:

Personal Behavior:

Improvement needed in the following areas:

1. Exhibiting self-discipline
2. Following classroom rules
3. Working well with others
4. Accepting redirection and correction
5. Accepting responsibility for choices and actions
6. Controlling talking
7. Completing class assignments
8. Following oral or written directions

Academic and study habits comments:

9. Student is exhibiting positive behaviors
10. Student is showing improvement
11. Attending tutorials will help the student
12. Requires instructional accommodation
13. Not working to his/her ability
14. Not organized with materials or assignments
15. Absences/tardies are affecting work
16. Parent conference is needed
17. Student is not engaging in ALL course content.

Grades and Eligibility for UIL Extracurricular Activities

Per TEC 33.081(c) students must maintain a grade of 70 or above in all classes in order to be able to participate in extracurricular activities. Students receiving a report card grade below “70” will become ineligible for a minimum of three weeks. If the student earns a grade of “70” or greater in every class on the 1st or 2nd progress report, the student will regain eligibility at the end of the grace period as stated in UIL policy. If the student receives a grade below “70” in any class on the progress report, the student will remain ineligible until the next grade reporting period where a “70” or greater in every class has been earned.

Under TEC 33.081 (d-1) honors or advanced placement, courses are not subject to the provisions of the “no pass, no play” rule. Dual Credit courses follow the grading guidelines of the institution awarding credit and are excluded from determining UIL eligibility. Advanced courses are identified under TAC 74.30, Policy FM (LOCAL), see page 6 under the Award of Credit section.

Incompletes

A student with an incomplete grade is ineligible at the end of the seven-day grace period unless the “incomplete” is replaced with a passing grade prior to the end of the seven-day grace period. Students with “incompletes” past the seven-day grace period remain ineligible until work is made up in accordance with district policy.

Extra work or work turned in after the grading period or evaluation has ended may not be considered when determining eligibility except in the case of an “incomplete”.

GRADE BOOK GUIDELINES

Accurate and up-to-date on-line grade books will be kept by each teacher and updated at least once a week. A minimum number of grades in the grade book will be four (4) daily grades and one (1) assessment grade for a total of five (5) grades each progress reporting period. For each grading period, there is a minimum requirement of twelve (12) daily grades and three (3) assessment grades. The exception to this is dual credit courses, which will be graded according to the college requirements for that course. All grades shall reflect a measure of the student’s mastery of the state standards.

The electronic grade book for grades 6-12 in the will have two categories for grades: daily grades and assessment grades. Examples of the types of grades suitable for each category include the following:

- **Daily Grades:** daily class work, worksheets, quizzes, group work, book reports, spelling tests, vocabulary quizzes, homework, formative assessment.
- **Assessment Grades:** district or campus assessments, performance indicators, quizzes, teacher made tests, and/or major project grades.

In grades 6-12 grades will be updated on a weekly basis and numerical scores shall be given to report progress to parents. When numeric scores are converted, the following scale is applicable:

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F

The purpose of grade reporting is to inform parents and students about mastery of the Texas Essential Knowledge and Skills (TEKS). Nine week grades of 70 or greater indicate that a student is meeting the required state and local passing standard. Any nine week grade below 70 indicates that a student is failing to master the state student expectations (SE's). Teachers shall contact parents of students with failing grades. It is recommended that teachers post any failing grade between 50 and 69 in an effort to offer assistance to a struggling student. Any nine week grade earned that is less than 60 is suggested to be posted as a 60 with a plan for improvement in order to allow the student an opportunity to pass. If a teacher chooses to post a grade 60 or below, the teacher must communicate to the parent the grade earned and develop a plan for improvement.

Dual Credit courses will follow the grading guidelines of the institution awarding credit for the course.

Gradebooks shall be available for examination for a period of five (5) years.

Rubric Conversion Table

OVERALL PERFORMANCE	RUBRIC BASE	GRADE EQUIVALENT	PERCENTAGE EQUIVALENT	GRADE RANGE CONVERSION
Advanced: Excellent	R4	4.0 3.7	95-100 92-94	3.7-4.0
Proficient: Above Average to Average	R3	3.3 3.0 2.7	88-91 85-87 82-84	2.7-3.69
Basic: Average to Below Average	R2	2.3 2.0 1.7 1.6	78-81 75-77 72-74 70 - 71	1.6-2.69
Novice: Needs Improvement	R1	1.3 1.0 .7	68-69 65-67 62-64	.7-1.59
No Progress	R0	0	55-61	0-.69

* Percentage grades over 100 are averaged as 100

** Percentage grades under 50 are averaged as 50

Grade Calculations for Report Card

Middle School

The Assessment and Daily Work categories for middle school courses will be weighted so that the average of the daily grades will comprise 60% of the nine weeks grade and the average of the

assessment grades will comprise 40% of the nine weeks grade. Middle school courses taken for high school credit will follow the high school grading requirements.

High School

The Assessment and Daily Work categories for on-level high courses will be weighted so that the average of the daily grades will comprise 50% of the nine weeks grade and the average of the assessment grade will comprise 50% of the nine weeks grade.

For all high school Pre-AP, Advanced, and AP courses, the Assessment and Daily Work categories will be weighted so that the average of the daily grades will comprise 40% of the nine weeks grade and the average of the assessment grades will comprise 60% of the nine weeks grade.

Dual Credit courses will follow the grading guidelines, including any decisions related to reteach/retest opportunities, of the college awarding credit for the course.

All Assignments

No single assignment may count for more than 20% of a student's report card grade. Assessment grades lower than a 70% must be retaught and reassessed with an opportunity for the student to earn a grade up to 70 on the retest. In order for a student to be eligible for a retest, the student must have participated in tutorial opportunities and completed the second assessment in accordance with the timeline set by the teacher. Students will only be allowed one retest per assessment.

Semester & Final Grade Averages

Report card grades are determined by averaging the grades in the grade book each nine weeks. To determine a semester average, the total of the two (2) nine weeks' grades are totaled and divided by two. Each nine weeks will be 50% of the overall semester average. The final grade, calculated by adding the first and second semester grades and dividing by two (2), shall be used to award a passing score. The semester grade for a one semester course will stand as the final grade for that course. Semester exams are optional and determined by the classroom teacher. If given, the semester exams are included in the 2nd or 4th nine week's grade average.

Credit for high school courses will be awarded as described in the section **Award of Credit**.

Example of Semester and Final Grade calculation:

First Nine Weeks	95		
Second Nine Weeks	<u>+74</u>		
	$169 / 2 = 84.5$	First Semester =	85
Third Nine Weeks	76		
Fourth Nine Weeks	<u>+82</u>		
	$158 / 2 = 79$	Second Semester =	79
First Semester	85		
Second Semester	<u>+79</u>		
	$164 / 2 = 82$	Final Grade =	82

RETEACHING AND TUTORIAL SERVICES

Reteaching

Reteaching is a sound instructional practice intended to ensure mastery of content. Reteaching occurs during the regularly allocated time for instruction in a particular subject or during tutorials scheduled for the subject area, and at such time as a student or students' mastery level falls below 70%. Following reteaching, concepts/skills can then be retested/checked and recorded in the grade book for assessments. The assessment offered for reassessment shall be significant enough to offer proof of mastery of course content objectives. Retesting may be done utilizing an alternative version of the originally administered assessment. If a student's grade is lower on the assessment following the reteach the higher of the two grades will be used. Students who fail when reassessed must be scheduled into tutorial sessions. Students enrolled in dual credit courses may not be eligible for reassessment. Please refer to the syllabus for the dual credit course in which the student is enrolled.

Tutorials

Each campus shall provide the opportunity for students to participate in tutorial programs aimed at improving a student's mastery of the state's student expectations (SE's). Sessions may be of varying amounts of time to meet the needs of students. The program shall be targeted at students scoring below 70 or in jeopardy of scoring below 70 in a subject or course. A campus plan for implementing tutorials at each grade level shall be included in the Campus Plan of Action. All parents shall be notified of the availability of tutorial assistance. The classroom teacher is responsible for communicating with the parent regarding placement of a student in tutorials and providing follow-up information on the student's progress as well as recommendations for parental assistance and support. Each progress report and report card shall include the teacher's recommendation if a student needs to attend tutorials.

Dropout Recovery Education Programs

Policy EHBC

The District may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school. The programs must:

- Provide not less than four hours of instructional time per day;
- Employ as faculty and administrators person with baccalaureate or advanced degrees;
- Provide at least one instructor for each 28 students;
- Perform satisfactorily according to performance indicators and accountability standards adopted for alternative education programs by the Commissioner; and
- Comply with the Education Code and rules adopted thereunder. Education Code 29.081(e)

Mentoring Services Program

Policy EHBC

The District may provide a mentoring services program to students at risk of dropping out of school. The Board shall obtain the consent of a student's parent or guardian before allowing the student to participate in the program. The Board may arrange for any public or nonprofit community-based organization to come to the District's schools and implement the program.

STUDENT ATTENDANCE

(See Parent and Student Handbook)

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day’s learning on the previous days, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. To receive credit for a final grade a student must be in attendance for at least 90 percent of the days the class is offered. If, due to excessive absences (EA), the student does not meet the 90 percent rule, credit may be withheld. Please see the Parent and Student Handbook for more detail.

STUDENT PROMOTION - MIDDLE SCHOOL

Local Criteria for Promotion, Retention and Grade Advancement

In addition to the State Criteria for Promotion (p.13), the following factors shall be considered in promoting, retaining, or advancing students:

- Academic achievement
- Attendance
- Age
- Effort
- Maturity
- Long-term effects of repeating the work
- The teacher’s decision on passing or failing the course
- The principal’s decision on passing or failing the course
- Student’s effort to attend and successfully complete any extended day, week or year programs

Middle School Criteria for Promotion

To be promoted from one grade level to the next, a student shall attain an overall average of 70 or above for the year in all courses taken. The overall average shall be derived by averaging the final numerical grade for all courses taken. In addition, students shall attain an average of 70 or above in three of the following core academic areas:

- Language Arts and Reading, averaged together
- Mathematics
- Social Studies
- Science

Special Education Students

The decision to promote or retain a student with a disability requires input from the admissions, review and dismissal (ARD) committee.

Emergent Bilingual Students

Emergent Bilingual students are not to be denied promotion when mastery of the Texas Essential Knowledge and Skills has been demonstrated in their primary language. The language proficiency

assessment committee (LPAC) shall determine appropriate assessment and acceleration options for an Emergent Bilingual student who is administered a grade advancement test in English. The Accelerated Learning Committee (ALC) for an EB student shall make its decision in consultation with a member of the student's LPAC.

State Criteria for Promotion, Retention, and Grade Advancement under the Student Success Initiative

Policy EIE

Promotion and course credit shall be based on mastery of the curriculum and in compliance with state and federal requirements. See EIE (Local) for additional information.

Grade Advancement Testing

The District shall test all eligible students. An eligible student is subject to all grade advancement requirements, including the automatic retention component, if the following two criteria are met:

- The student is enrolled in a District or charter school on any day between January 1 and April 15 of the school year during which the grade advancement test is administered; and
- The student is eligible for enrollment in a Texas public school (as defined by legal residence in the state) during the week of the first general grade advancement test administration as established in the assessment calendar by the Commissioner.

Required Assessment

- A student in the fifth grade, who does not perform satisfactorily on both the reading and/or math State assessment (STAAR), may not be promoted to sixth grade.
- A student in the eighth grade, who does not perform satisfactorily on both the reading and/or math State assessment (STAAR), may not be promoted to ninth grade.

Unsatisfactory Performance on Student Success Initiative Assessment Instruments

The District shall provide at least two additional opportunities to take the assessment. Each time a student fails to perform satisfactorily on a grade advancement test, the District shall provide the student with accelerated instruction in the applicable subject area. The District must accommodate the request of an out-of-District student to participate in any established on-campus summer accelerated program, provided the student is living away from his or her home district and the program matches the accelerated instruction prescribed by the student's grade placement committee.

Notice to Parents of Performance and Accelerated Instruction

In addition to providing the accelerated instruction, the District shall notify the student's parent or guardian of:

- The student's failure to perform satisfactorily on the assessment instrument;
- The accelerated instruction program to which the student is assigned; and
- The possibility that the student might be retained at the same grade level for the next school year.

Notice to Parents after Early Identification of At-Risk Students

The District shall provide early notice to parents or guardians of students identified in a preceding grade to be at risk of failure on the first administration of the test required for grade advancement the next year. The Superintendent shall establish the instruments/procedures to be used to make this determination; however, in the case of the students in grade 2, it must include the results of the reading

inventory required by Education Code 28.006. This notice shall be provided before the end of the school year preceding the grade advancement requirements. 19 TAC 101.2009(b)

The District shall implement an accelerated reading instruction program to address reading deficiencies for each student in kindergarten, first grade, or second grade who is determined, on the basis of reading assessment results [See EK], to be at risk for dyslexia or other reading difficulties. The District shall determine the form, content, and timing of that program. The admission, review, and dismissal committee of a student who participates in the District's special education program and who does not perform satisfactorily on a reading assessment shall determine the manner in which the student will participate in an accelerated reading program. Policy EHBC (LEGAL)

Grade Placement Committee

After a student fails to perform satisfactorily on an assessment instrument a second time, a GPC shall be established to prescribe the accelerated instruction the student is to receive before the assessment instrument is administered the third time. Decisions by the GPC shall be made on an individual student basis to ensure the most effective way to support the student's academic achievement on grade level. If a parent or guardian or designee is unable to attend a meeting, the District may use other methods to ensure parent participation, including individual or conference telephone calls. The District may designate another person to act on behalf of the student in place of a parent, guardian, or designee if no such person can be located.

Parental Waiver

The Superintendent shall establish a waiver process by which a parent or guardian may request that a student not participate in the third test opportunity due to potential harm to the student. The waiver must provide documentation of potential harm, student need, and other appropriate information. If a parental waiver is granted, the student must still participate in all required accelerated instruction and is subject to retention based on the failure on the second administration. 19 TAC 101.2015

Notice after Third Testing Opportunity

A student is automatically retained in the same grade he/she fails to demonstrate proficiency on the third administration of a test required for grade advancement. Within five working days of receipt of student test results for this administration, the District shall notify the campus principal of results for each student who fails to demonstrate proficiency. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the time and place for the GPC to hold a meeting. This notice shall inform the parent or guardian of the opportunity to appeal the automatic retention of the student. The District shall establish a procedure to ensure a good faith effort is made toward securing the parent's or guardian's receipt of the retention notification. 19 TAX 101.2007(e)

Retention and Appeal

A student who fails to perform satisfactorily after at least three attempts on one of the grade advancement tests shall be retained at the same grade level for the next school year. The parent or guardian may appeal the retention by submitting a request to the GPC within five working days of receipt of the retention notification. Education Code 28.0211(e); 19 TAC 101.2007(e) The GPC may not agree to promote a student unless a parent, guardian, or designee has appealed. 19 TAC 101.2007(b)(2)

If an appeal is initiated by the parent or guardian, the GPC may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances, and in accordance with standards adopted by the Board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the decision of the GPC is unanimous. The placement decision by the GPC shall be made before the start of the next school year, or if applicable, upon re-enrollment of the student after this date. 19 TAC 101.2007(g). The committee's decision regarding placement is final and may not be appealed. Education Code 28.0211(e)

Transfer Students

The District shall determine a student's previous testing history and, if applicable, the accelerated instructional program he or she has received. A student who has been promoted upon completion of a school year in a school other than a Texas public school may be enrolled in that grade without regard to whether the student has successfully completed a grade advancement test. This does not limit the District's ability to appropriately place such a student.

Special Education Students

A student who is receiving special education services, including an Emergent Bilingual student, who is enrolled in grades 5, or 8, and who is receiving instruction in the essential knowledge and skills in reading or mathematics is eligible for grade advancement testing. The student's admission, review, and dismissal (ARD) committee shall determine appropriate assessment and acceleration options for the student. Students who fail the 2nd attempt must attend the summer intervention program.

Students with Dyslexia

In measuring the academic achievement or proficiency of a student who is dyslexic, the student's potential for achievement or proficiency in the area must be considered. [See EHB, EKB, and FB]

Transportation to Accelerated Instruction Programs

The District shall provide students required to attend accelerated instruction programs with transportation to those programs if the programs occur outside of regular school hours.

Compensatory / Accelerated Instruction Program

Policy EHBC (LOCAL)

Students at all grade levels who have been identified as being at risk of dropping out of school, who are not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment, shall be provided accelerated and/or compensatory educational services based on needs assessment. The principal shall ensure that each identified student is receiving services.

The services provided to each student shall be consistent with the goals and strategies established in the District and campus improvement plans and shall be reviewed for effectiveness at the close of each grading period. Parents shall be encouraged to participate in the planning of educational services for their child and shall be kept informed regarding the child's progress toward educational goals. Parents of students who are not successful in meeting requirements for promotion shall be informed of any available options, such as an extended year program or summer school. Education Code 29.0821, Policy EHBC (LEGAL) [See EIE]

STUDENT PROMOTION - HIGH SCHOOL

State Criteria for Classification, Retention and Grade Advancement

High School Criteria for Promotion

A student is classified in a grade according to the number of state credits earned. All students are reclassified at the beginning of the fall semester, following any summer school credit received. Students are only reclassified in a grade at the end of each school year.

Freshman	A student who has successfully completed grade 8.
Sophomore	A student who has successfully completed six (6) credits.
Junior	A student who has successfully completed twelve (12) credits.
Senior	A student who has successfully completed eighteen (18) credits.

Students who have previously been retained may be reclassified following the fall semester and/ or after summer school credit.

The parent or guardian of each student who has not successfully completed a subject or course for any semester shall be notified by the District as soon as practical of any summer program available in the District that may permit the student to successfully complete the failed subjects or courses. (See EHDA)

Compensatory / Accelerated Instruction Program

Policy EHBC (LOCAL)

Students at all grade levels, identified as being at risk of dropping out of school, are not performing at grade level, or did not perform satisfactorily on a state-mandated assessment, shall be provided accelerated and/or compensatory educational services based on a needs assessment. The principal shall ensure that each identified student is receiving services.

The services provided to each student shall be consistent with the goals and strategies established in the District and campus improvement plans and shall be reviewed for effectiveness at the close of each grading period. Parents shall be encouraged to participate in the planning of educational services for their child and shall be kept informed regarding the child's progress toward educational goals.

Parents of students who are not successful in meeting requirements for promotion shall be informed of any available options, such as an extended year program or summer school. Education Code 29.0821, Policy EHBC (LEGAL) [See EIE]

SUMMER SCHOOL

The District may provide a summer school program for high school. Secondary summer school is provided to give students an opportunity to take a course that was not successfully completed during the year in order to remain in the graduation cohort. At the high school level, students may also take some courses for the first time so that additional courses may be taken during the year. Regular summer school programs may be funded through student tuition as determined annually by the Administration. Other programs for acceleration or enrichment may be offered during the summer, but enrollment may be limited by the funding source guidelines. Counselors are the contact persons on each campus for information about summer school programs.

REFERENCES

This manual includes material from legal statutes, State Board of Education rules, School Board Policies, and Administrative Regulations.

Citations include:

<http://www.statutes.legis.state.tx.us/?link=ED>

Texas Administrative Code, TAC Rules and regulations adopted by the State Board of Education Texas
Education Code, TEC State statutes adopted by the Texas Legislature

<http://www.sos.state.tx.us/tac/index.shtml>

TISD Policy (LEGAL)

<https://pol.tasb.org/Home/Index/1081> TISD Board approved policies that are mandated by, and referenced to, a source of authority common to all school districts such as Texas Education Code or Texas Administrative Code – when no parenthetical reference is made, Legal policy is assumed – Example: Policy EIF refers to Policy EIF (LEGAL)

TISD Policy (LOCAL)

<https://pol.tasb.org/Home/Index/1081> TISD Board adopted policies derived from legal references or from District initiated material.

Other useful publications that interpret district practice may be accessed on the website under [Students & Families - Handbooks](#).