

Certificate of Coursework Completion

The District shall not issue a certificate of coursework completion to a student who fails to meet all state and local requirements for graduation. [See EIF, FMH]

Partial Credit

When a student earns a passing grade in only one semester of a two-semester course and the combined (average) grade for the two semesters is at least a 70 on a scale of 100, the District shall award credit for the course. However, the student must have earned at least a 60 or "F" in order for the District to average the semester grades. The District shall also not average the semester grades when a student fails to earn credit due to excessive absences [see FEC].

If the combined grade for the two semesters is lower than 70, when the student's grade for a semester is lower than 60, or when the student has failed to earn credit due to excessive absences, the District shall award the student credit for the semester with the passing grade as long as the student has also met the attendance requirements. The student shall be required to retake only the semester in which he or she earned the failing grade or failed to earn credit.

Relation to Essential Knowledge and Skills

The District shall establish instructional objectives that relate to the essential knowledge and skills 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 each student's performance indicates the level of mastery of the designated District objectives.

Guidelines for Grading

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 a student's relative mastery of an assignment and that a sufficient number of grades are taken **or reviewed for mastery** to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Progress Reporting

The District shall issue grade reports/report cards for grades 1–12 ~~every six weeks~~ **at least once every 12 weeks** on a form approved by the Superintendent or designee. Grade reports for prekindergarten and kindergarten students shall be issued ~~every six weeks~~ **at least once every 12 weeks** beginning with the second six-week period. Performance shall be measured in accordance with this policy and the standards established in EIE.

Interim Reports

Interim progress reports for grades 1–12, shall be issued for all students with grade averages below 75 **or performing unsatisfactory** after the third week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.

Conferences

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

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.

Consistent Application for Graduating Class

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Calculation

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

The calculation shall include failing grades.

Exclusions

The calculation of class rank shall exclude grades earned in a dual credit course not taken on a high school campus or in any local credit course; or through credit by examination, with or without prior instruction

**Exclusions for Spring Semester of 2019-20
or earned in the spring semester of the 2019-20 school year.**

Weighted Grade System

Categories

The District shall categorize and weight eligible courses as Tiers I–VI in accordance with provisions of this policy and as designated in appropriate District publications.

Tier VI

Eligible Advanced Placement (AP) and independent research courses shall be categorized and weighted as Tier VI courses.

Tier V

Eligible dual credit courses shall be categorized and weighted as Tier V courses.

Tier IV

Eligible Pre-AP courses and other courses locally designated as honors shall be categorized and weighted as Tier IV courses.

Tier III

Eligible state foundation courses, enrichment courses, and innovative courses shall be categorized and weighted as Tier III courses.

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Tier II

Eligible state foundation courses taken in summer school and at the OPTIONS campus shall be categorized and weighted as Tier II courses.

Tier I

All other eligible courses with modified content shall be categorized and weighted as Tier I courses.

Weighted Numerical Grade Average

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

Category	Weight
Tier VI	multiplied by 1.8
Tier V	multiplied by 1.75
Tier IV	multiplied by 1.7
Tier III	multiplied by 1.5
Tier II	multiplied by 1.1
Tier I	Multiplied by 1.0

All failing grades shall be multiplied by the weight assigned to that course.

The District shall record unweighted numerical grades on student transcripts.

Transferred Grades

When a student transfers semester grades for courses that would be eligible under the Tier I category and the District has accepted the credit, the District shall include the grades in the calculation of class rank. **Grades for the 2019-20 Spring Semester shall not be included.**

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District only if the same or similar course is offered to the same class of students in the District. However, all grades from Texas Virtual School Network (TxVSN) courses shall be considered unweighted.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fifth six-week grading period of the senior year.

For the 2019-20 school year, final class rank will be based on grades available at the end of the first semester only.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the two semesters immediately preceding graduation, calculated from the October PEIMS snapshot date; and
2. Have completed the foundation program with at least one endorsement.

To be eligible for local graduation honors, a student who wishes to graduate early must declare this intention at the beginning of the school year in which he or she desires to graduate.

Breaking Ties

In case of a tie in weighted numerical grade averages after calculation to the sixth decimal place, the District shall recognize all

students involved in the tie as sharing the honor and title. If
covaledictorians are named, then no salutatorian shall be named.

Highest-Ranking Graduate

The student meeting the local eligibility criteria for recognition as
the valedictorian shall also be considered the highest-ranking
graduate for purposes of receiving the honor graduate certificate
from the state of Texas.

Curriculum Mastery

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. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

Students Receiving Special Education Services

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). [See EHBA series and EKB]

Standards for Mastery

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 **or "P"** 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 examinations, or may be administered separately **or observed mastery performance**. Mastery of at least 70 percent of the objectives shall be required.

Kindergarten

The report card for kindergarten shall be a standards-based continuum derived directly from the Texas Essential Knowledge and Skills (TEKS). A student's performance shall be assessed as Level 0–Did Not Attempt, Level 1–Significantly Below Standards, Level 2–Approaching Grade-Level Standards, Level 3–Meets Grade-Level Standards, and Level 4–Accomplished Grade-Level Standards. In order to be promoted to grade 1, the final column of the student's report card shall reflect the following:

3. No more than four standards marked below a Level 3 in reading.

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4. No more than two standards marked below Level 3 in language arts.
5. No more than four standards marked below Level 3 in mathematics.

Grade 1

In order to be promoted to grade 2, a student shall demonstrate the proficiencies listed below:

1. Grade Requirements:
 - ~~An overall average of 70 or above, computed by averaging yearly grades for reading, language arts, mathematics, science/health, and social studies.~~ (suspended for the 2019-20 school year)
 - A yearly average of 70 or above "P" in mathematics.
 - A yearly average of 70 or above "P" in reading.
 - A yearly average of 70 or above "P" in language arts.
2. In addition to the above requirements, the principal may consider assessment data in making recommendations to parents regarding retention.

Grades 2–5

In order to be promoted to the next grade, a student shall demonstrate the proficiencies listed below:

3. Grade Requirements:
 - ~~An overall average of 70 or above, computed by averaging yearly grades for reading, language arts, mathematics, science/health, and social studies.~~ (suspended for the 2019-20 school year)
 - A yearly average of 70 or above "P" in mathematics.
 - A yearly average of 70 or above "P" in reading.
 - A yearly average of 70 or above "P" in language arts.
4. ~~For students in grade 5, successful completion of the state-mandated assessments in reading and mathematics [see EIE(LEGAL) and Grade Advancement Testing, below].~~ (suspended for the 2019-20 school year)

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5. In addition to the above requirements, the principal may consider assessment data in making recommendations to parents regarding retention.

Grades 6–8

In order to be promoted to the next grade, a student shall demonstrate the proficiencies listed below:

6. Grade Requirements:
 - ~~An overall average of 70 or above, computed by averaging yearly grades for English language arts, mathematics, science, and social studies.~~ (suspended for the 2019-20 school year)
 - A yearly average of 70 or above “P” in mathematics.
 - A yearly average of 70 or above “P” in English language arts.
7. ~~For students in grade 8, successful completion of the state-mandated assessments in reading and mathematics [see EIE (LEGAL) and Grade Advancement Testing, below].~~ (suspended for the 2019-20 school year)
8. In addition to the above requirements, the principal may consider assessment data in making recommendations to parents regarding retention.

Grades 9–12

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI] On the Texas High School campus, changes in grade-level classification for grades 9 and 11 shall be made prior to the beginning of the fall semester. Changes in grade-level classification for grade 10 shall be made prior to the beginning of the fall semester and at the beginning of the spring semester. On the OPTIONS campus, changes in grade-level classification shall be made on October 1, February 1, and May 1. Students shall be classified according to the following criteria:

- Freshman: 0–5.5 credits
- Sophomore: 6–11.5 credits, entering second year in an accredited high school
- Junior: 12–17.5 credits, entering third year in an accredited high school

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- Senior: 18 or above credits, entering at least third year in an accredited high school and declaring intent to graduate during the current school year

Students transferring into the District shall be classified according to the documented number of credits earned by the date of transfer and by the number of years in attendance in an accredited high school, as listed above. If no official transcript is available by the date of enrollment, a transfer student shall be enrolled as a freshman and shall be placed in freshman-level classes pending receipt of the official transcript.

Accelerated Instruction

If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law. ~~Additionally, students in grades 5 and 8 shall be subject to all provisions of Grade Advancement Testing, below.~~ (suspended for the 2019-20 school year)

Grade Advancement Testing

~~Except when a student will be assessed in reading or mathematics above his or her enrolled grade level, students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the District's local standards for mastery and promotion.~~ (suspended for the 2019-20 school year)

Definition of "Parent"

For purposes of this policy and decisions related to grade advancement requirements, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code, to have responsibility for the student in all school-related matters [see FD]; a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the grade placement committee (GPC) for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE(LEGAL)]

Alternate Assessment Instrument

~~The Superintendent or designee shall select from the state-approved list, if available, for each applicable subject an alternate assessment instrument that may be used for the third~~

~~testing opportunity. Each student's GPC shall decide whether he or she shall be given the statewide assessment instrument or the applicable alternate instrument for the third testing opportunity. The committee's decision shall be based on a review of the student's performance in the previous testing opportunities, local assessments, and any other circumstances it deems appropriate.~~ **(suspended for the 2019-20 school year)**

~~Standards for Promotion Upon Appeal~~

~~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 shall review all facts and circumstances in accordance with law.~~ **(suspended for 2019-20)**

~~The student shall not be promoted unless:~~

- ~~1. 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~~
- ~~2. 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.~~ **(suspended for the 2019-20 school year)**

~~Transfer Students~~

~~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~~

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~~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.~~ (suspended for the 2019-20 school year)

Assignment of Retained Students

A student not promoted to the next grade level shall remain at the same campus or shall be assigned to a similar campus setting.

Reducing Student Retention

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. [See EHBC]