

A Guide to Grade Reporting

Secondary Schools
Grades 6-12

For Use During the 2016-2017 School Year Only



Fort Worth
INDEPENDENT SCHOOL DISTRICT
www.fwisd.org

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MOTTO, MISSION, VISION, AND VALUES

FORT WORTH ISD GUIDING MOTTO, MISSION, VISION AND VALUES

Motto

Singleness of Purpose

Mission

Preparing students for success in college, career, and community leadership

Vision

Igniting in Every Child a Passion for Learning

Values

Student Achievement

Stakeholder Collaboration

Leadership Development

Respect for Diversity

Equity in Access

Perseverance and Commitment

Continuous Improvement

Key Strategic Goals

Increase Student Achievement

Improve Operational Effectiveness and Efficiency

Enhance Family and Community Engagement

Develop a Workforce that is Student and Customer-Centered

FORWARD

Principals, Teachers, Administrators:

Evaluating student performance is a basic part of the educational process and calls for the highest level of professional skill and understanding. Texas Education Agency regulations stipulate that academic grades must reflect the degree of student mastery of the Texas Essential Knowledge and Skills (TEKS) for a subject or course.

The TEKS have been translated into District philosophies, goals, objectives, and scope-and-sequence documents in the Fort Worth Independent School District Pacing Guides and Curriculum. Per EG and EIA LOCAL Policies, each teacher is expected to use the FWISD created and approved curriculum documents, including AP, IB, and other FWISD approved accelerated curricula in the planning of their daily lessons. Teachers are also to use FWISD adopted or approved instructional materials and resources. These curriculum guideposts, along with local board policies, form the basis for grading procedures. This guide will assist you in evaluating student progress and in making assignments of grades.

Our system of reporting student progress must continue to evolve and improve. In this regard, your ideas for further improvement are sincerely solicited and encouraged.

PHILOSOPHY

Given the premise that all children can continue to learn and increase their achievement, we believe that grading and reporting should focus on student growth and learning in a climate of high expectations. Instructional emphasis will be placed on the accomplishment of defined District goals. Grading and reporting are both formative and summative in nature and should utilize both formal and informal processes. Schools are accountable for structuring learning experiences, teaching processes, planning and evaluation, and utilization of materials, resources, and time to result in optimum student learning.

PURPOSES OF GRADING

Grading serves the following purposes or functions:

1. **Information:** to inform parents and students regularly of the student's success in learning and mastery of local objectives and the Texas Essential Knowledge and Skills.
2. **Guidance:** to promote and maintain desirable patterns of behavior and achievement and to identify areas of special ability as a basis for realistic student self-appraisal and for future educational and occupational planning.
3. **Motivation:** to encourage the student toward maximum achievement, and realistic self-appraisal for future educational and occupational planning.
4. **Administration:** to provide data for use in educational planning and decision-making.

COMMUNICATING WITH PARENTS

Report cards are only one of many means of communicating with parents. Conferencing with parents is another way. Conferences are useful to improve understanding and communication among teacher, student, and parent. A conference may be initiated by a parent, teacher, student, or administrator.

If a parent desires a conference with his or her child's teacher(s) to discuss the child's progress, the parent must contact the school office to schedule a meeting during the teacher's conference period. Parents must report to the school office prior to meeting with the teacher.

To assure effective communication, any notice required by policy to be sent to the parent of guardian of a student shall be written in the language spoken by the parent or guardian. If the dominant language of the parent or guardian is a language other than English or Spanish, however, such notice will be written in the dominant language of the parent or guardian only if a suitable translation is available. To make arrangements for translations, call/email Laramie Del Valle at 817.814.2416 (laramie.delvalle@fwisd.org) or Sandra E. Gonzalez at 817.814.2423 (sandra.gonzalez2@fwisd.org).

Use of Parent Portal in Focus

Teachers are required to post grades in the online grade book weekly. The Parent Portal is provided to enhance parent communication; phone calls, parent conferences, written notices, and/or progress reports remain the preferred method of communication.

There should be a minimum of eight grades documented each six weeks. There must be at least four grades given each three weeks. This does not include the six-weeks test

Progress Reports

Board Policy EIA (LEGAL) requires the District, at least once every three weeks, or during the fourth week of each nine-week grading period, to give written notice to a parent if a student's performance is consistently unsatisfactory. Unsatisfactory performance, per state credit rules, is performance below a grade of 70 on a scale of 100. The notice must provide for the signature of the student's parent and must be returned to the District.

It is very important that teachers continue to communicate with students and parents regarding grades.

All students will receive a progress report at each of the required reporting periods and in the following instances:

- A student's grade has dropped more than 10 points since the last grade report or progress report;
 - If the teacher fails to notify the parent of the drop in the grade, the student shall be afforded the opportunity to make up the work.
- A student has excessive absences. Refer also the section **Attendance** on page 18.
- A student's conduct is "N", Needs Improvement, or "U", Unsatisfactory. Refer also to the section **Student Conduct** on page 14.

Teacher Syllabus

Before the end of the first week of attendance, teachers must provide students with a written course syllabus. See the section Reporting Grades on page 13 for further explanation of these categories.

A copy of the syllabus must also be filed in the principal's office. If changes occur to either the course syllabus or to the grading procedures, these changes should be made in writing, and a new syllabus submitted to the principal to be filed in the principal's office.

At a minimum, the Syllabus must contain:

- the weighting of categories that make up the total grade, as approved by the principal
- procedures for making up work when a student is absent
- procedures for redoing an assignment or retaking a test
- attendance policies

THE GRADING SYSTEM

Board Policy

The Texas Education Code 28.0216 and Board Policy EIA (LEGAL) and EIA (LOCAL) states that teachers will not assign a student a prescribed minimum grade. Furthermore, the guidelines stipulate that:

- Guidelines for grading shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned.
- Guidelines for grading shall be clearly communicated to students and parents.
- In accordance with grading guidelines, a student shall be permitted an opportunity to redo an assignment or retake a test for which the student received a failing grade.

Redo Assignment or Retake Test

Per Board Policy, when a student receives a failing grade on a test or assignment, the student must be given the opportunity to redo the assignment or retake the test according to the following parameters:

- Teachers will designate a reasonable timeline to redo assignments or retake tests
- Students will be given a reasonable opportunity to make up or redo work.
- Any retests will be administered on the campus
- The grade the student receives on the redone assignment or retaken test will be no higher than a 70
- A student should receive multiple opportunities to master a concept in order to successfully complete an assignment or pass a test in order to attain this 70.

Students should be allowed to redo an assignment or retake a test after a teacher has had the opportunity to reteach. Students should be given no less than three days to redo an assignment or retake a test.

Homework

Extended or independent homework should not count more than ten percent (10%) of the six-weeks grade

Determining Yearly Grades

Yearly grades are computed by averaging the two semester grades posted on the student's report card.

REPORTING GRADES

Six Weeks Grading Periods

1 st Six Weeks	29 days	August 22 – September 30, 2016
2 nd Six Weeks	24 days	October 3 – November 4, 2016
3 rd Six Weeks	29 days	November 7 – December 22, 2016
4 th Six Weeks	32 days	January 10 – February 24, 2017
5 th Six Weeks	29 days	February 27 – April 13, 2017
6 th Six Weeks	34 days	April 17 – June 2, 2017

Progress Report Dates

September 14, 2016
October 19, 2016
December 7, 2016
February 1, 2017
March 29, 2017
May 10, 2017

Explanation of Numerical Grades

Numerical grades for all students are:

91 – 100	Above Average to Outstanding Progress
81 – 90	Satisfactory to Above Average Progress
70 – 80	Limited to Average Progress
0 – 69	Failing
I*	Incomplete/Failing

* The “I” is not an academic grade, but indicates incomplete work or required number of grades not complete, or a grade of 69 or below; therefore, students with an “I” are ineligible for extracurricular activities (TEC 33.081)

Calculation and Display of Grades on Report Cards

Teachers enter numeric percentage grades for each assignment (homework, quiz, test, etc.) into Focus.

To calculate a six-weeks grade, Focus uses each grade entered by the teacher and weights it based on the weighting system established by the teacher, and approved by the principal.

The semester grade is calculated by averaging the three six-weeks grades.

The final grade is calculated by averaging the two semester grades.

All grades are displayed as whole number percentages on the report card. If the average results in a mixed number with a fraction of 0.5 or higher, the average will be rounded to the next higher whole number.

The grading scale showing the equivalent letter grade is printed at the bottom of each report card.

Example of a math grade as it will appear on the report card:

six weeks	1 st	2 nd	3 rd	Sem 1	4 th	5 th	6 th	Sem 2	Year
MAT	87%	85%	89%	87%	85%	91%	88%	88%	88%

Explanation of Letter Grades for Student Conduct

The Letters E, S, N, and U will be used for conduct grades.

Use the information in the chart below to determine conduct grades:

Indicators to be used to assess conduct grades are listed below	Criteria provided as a general guide for administering conduct grades
<ul style="list-style-type: none">• Uses self-control• Talks at appropriate time• Obeys school rules• Respects authority• Works well with others• Uses acceptable language• Brings textbooks and materials to class	E Excellent – Observes rules consistently
	S Satisfactory – Observes rules frequently
	N Needs Improvement – Observes rules infrequently
	U Unsatisfactory – Observes rules almost ever

The teacher must notify the parent before lowering the conduct grade to an N or U

- N – The progress report may serve as documentation that the student’s parent was notified.
- U – A conduct mark of a U requires documentation of a conference with the parent and submission of documentation to the principal.

Recording of Grades in Focus

Teachers must post grades weekly in Focus. The grades for student work are entered numerically. Teachers are to provide a reference key for their grade books. The grade for a reporting period will be the weighted average of those numerical grades.

Teachers may weight grades into categories such as homework, test grades, class grades, projects, etc. The principal will approve all teacher standards for weighted grades. This information should be shared with students and parents at the same time as the class syllabus is distributed to students.

There should be a minimum of eight grades documented each six weeks. There must be at least four grades given each three weeks. This does not include the six-weeks test

Recording of Dual Credit Grades

Dual credit grades are determined based on the collegiate grading practices per Board-approved Dual Credit Agreements. Only semester grades are reported. Dual credit students will have access to their grades throughout the semester via TCC WebAdvisor. This account can be established by logging into mytcc.edu. The account can be established after acceptance into Tarrant County College

DETERMINING GRADES

Grades for Coursework

In determining grades for a course, emphasis will be placed on the accomplishment of defined FWISD instructional objectives which are aligned to the Texas Essential Knowledge and Skills (TEKS) and Texas College and Career Readiness Standards. The FWISD-developed curriculum provides guidance by including a variety of both formal and informal assessment activities aligned to the required TEKS.

Such tools will assist in determining if students are learning the required knowledge and skills at the appropriate level of complexity. Within this framework of information, both types of assessments (formative/informal and summative/formal) are to be utilized to determine an individual student's mastery of the TEKS.

- Formative assessments may include teacher observations, classwork/samples of student work, homework assignments, skills demonstrations, etc.
- Summative assessments may include unit tests, quizzes, chapter or skills tests, writing samples, individual/group projects, oral presentations, etc.
- There should be a minimum of eight grades documented each six weeks. There must be at least four grades given each three weeks. This does not include the six-weeks test
- A teacher-created six weeks test can be utilized as a grade, but is not to be counted as one of the required eight minimum grades.
- Benchmark tests are not to be used for grading purposes.

Documentation of Mastery

Student grades should document the student's mastery of instructional objectives and are to be maintained for purposes of grade reporting and conferencing with parents.

Re-teaching

Board Policy EIA (LOCAL) defines re-teaching as another presentation of content and additional strategies, usually to provide an additional opportunity for a student to learn.

Each teacher shall plan for re-teaching while planning the initial instruction, thereby ensuring that alternative instructional strategies are immediately available when needed.

Re-teaching should be practiced and should ensure fairness and promote student success. The teacher should document any efforts to re-teach and any reassessments.

Tutoring

Each core department will plan and deliver structured tutoring on a regular basis. As part of re-teaching efforts as outlined in EIA (LOCAL), students who attend structured departmental tutoring may earn replacement or additional credit for work successfully completed.

Middle School Grade Reporting

Semester grades at middle school are computed by averaging the numerical grades recorded on the student's report card for each grading period. Year-end grades are determined by averaging the two semester grades.

Courses earning high school credit that are taken at middle school are recorded and averaged in accordance with EI (LOCAL). Credit for high school courses taken at middle school will count towards high school graduation credit requirements. The grades and credit earned will be noted on the academic achievement record upon successful completion of the course. Grades earned in these courses while in middle school will not be included in the calculation of the student's high school Grade Point Average (GPA).

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES

Instructional Materials

Parents have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to the parent's child.

A Parent is also entitled to request that the school allow his/her child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child's teacher. [EF (LEGAL)]

ABSENCES/ATTENDANCE

There are two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a child’s attendance affects the award of a student’s final grade or course credit that address attendance requirements.

Compulsory Attendance

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student age 19 or older has more than five unexcused absences in a semester, the district may revoke the student’s enrollment. The student’s presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student’s arrival or return to campus; and

For students in the conservatorship (custody) of the state:

- An activity required under a court-ordered service plan; or
- Any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

For children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

Secondary Grade Levels

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided the student follows the campus procedures to verify such a visit, and makes up any work missed.

Absences of up to two days in a school year will also be considered an exemption for:

- A student serving as an early voting clerk, provided the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; and
- A student serving as an election clerk, if the student makes up any work missed.

An absence of a student in grades 6–12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Between Ages 6 and 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor his or her child's attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is the Assistant Director of Student Engagement and School Completion, Barry Smith. Each school pyramid has a designated stay-in-school coordinator that is housed at the high school within each pyramid.

A court of law may also impose penalties against a student's parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12–18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policy FEA(LEGAL).]

Attendance for Credit or Final Grade (Kindergarten–Grade 12)

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, which allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM (LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.

- The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee’s decision to the board by following policy FNG (LOCAL).

The actual number of days a student must be in attendance in order to receive credit or a final grade will depend on whether the class is for a full semester or for a full year.

The attendance committee may impose any of the following conditions for students with excessive absences to regain credit or be awarded a final grade:

- Completing additional assignments, as specified by the committee or teacher.
- Attending tutorial sessions as scheduled, which may include Saturday classes or before- and after-school programs.
- Maintaining attendance standards for the rest of the semester.
- Taking an examination to earn credit [See EHDB policy]
- Attending a flexible school day program.
- Attending summer school to retake the course.

In all cases, the student must earn a passing grade in order to receive credit.

Effect of Excessive Absences on Course Credit

Excessive absences are noted on the student’s transcript with an * placed above the course grade.

Fine Arts		SE	S1	S2	Av	Cr.	<i>Note: credit will not be awarded until excessive absences</i>
I051A	Honors Art 1A	H	*78		78	0.00	
I051B	Honors Art 1B	H		*87	87	0.00	

Accompanying foot note at the bottom of the transcript will read: * No credit given due to excessive absences.

Timeline for Completing Principal Plan or Attendance Committee Plan

Students with excessive absences in the fall semester are required to complete the plan by the end of the fourth six-weeks. If the plan is not completed, the student must retake that portion of the course before credit is awarded.

Seniors need to complete the plan prior to graduation. Other students with excessive absences in the spring semester are required to complete the plan before the last day of the first six-weeks of the following school year. Credit will not be awarded until all attendance requirements are met. In addition to coursework and attendance requirements, students must complete any required state testing.

Home Tutored Pregnant Students Attendance

Attendance is compiled weekly. Pregnant students, with the appropriate medical documentation, can choose to receive Compensatory Education Home Instruction (CEHI), locally called the prenatal/postnatal tutoring program (FNE policies). Texas Education Agency (TEA) guidelines for this CEHI program must be followed. The guidelines require tutoring by a certified teacher in the areas the student is being tutored which results in the student earning attendance days as outlined in the TEA guidelines. Coursework assignments must be provided by the teacher of record for the student to be tutored on a week by week basis so that the attendance days can also be earned on a week by week basis. Failure to provide the appropriate weekly coursework assignments and the subsequent grading of the assignments must not result in the student's grade for this period being adversely influenced.

High School Dual Credit Attendance

For courses taught by a Tarrant County College instructor, attendance is reported to the FWISD Dual Credit Coordinator at the end of each semester. Students are to be considered in attendance until attendance corrections are made at the end of the semester. The FWISD Dual Credit Coordinator will send the attendance report to the campus Program of Choice Coordinator. Attendance will be processed by the campus attendance clerk.

For courses taught by FWISD credentialed instructors, the district attendance procedures will be followed.

For Early College High School courses, attendance is taken at the alternate high school attendance-taking time

CLASS RANK

The District includes in the calculation of class rank all grades earned in high school credit courses taken in grades 9 – 12.

The calculation of class rank excludes grades earned in or by:

- A local credit course;
- A course for which a pass/fail grade is assigned;
- Credit by examination, with, or without prior instruction;
- Grades earned prior to grade 9;
- Distance learning and traditional correspondence courses, and
- Dual credit courses taken through a college with which the District does not have a partnership agreement.

Weighted GPA

The District categorizes and weights courses as Tier I, Tier II, and Tier III in accordance with policy EIC (LOCAL). The Weighted GPA is used to determine local graduation honors and the highest ranking graduate.

Tier I courses include Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual credit courses, any courses for which a Tier I course is a prerequisite, and other rigorous District-designated courses.

Tier II courses include high school Pre-AP courses, Pre-IB courses, and other courses locally designated as honor courses.

Tier III courses include all other courses not designated as Tier I or Tier II courses.

The District converts semester grade points and calculates a weighted GPA in accordance with the following chart:

Grade	TIER I	TIER II	TIER III
97 and above	5.0	4.5	4.0
94–96	4.8	4.3	3.8
91–93	4.6	4.1	3.6
87–90	4.4	3.9	3.4
84–86	4.2	3.7	3.2
81–83	4.0	3.5	3.0
77–80	3.8	3.3	2.8
74–76	3.6	3.1	2.6
71–73	3.4	2.9	2.4
70	3.0	2.5	2.0

Grade	TIER I	TIER II	TIER III
69 or below	0	0	0

Unweighted GPA

The District shall calculate an unweighted GPA using a simple whole-number scale. Beginning in the fall of 2016, unweighted GPAs will be calculated in this manner and will appear in FOCUS and on the student’s transcript.

Grade	Unweighted Simple 4.0 GPA Scale
91 – 100	4.0
81 – 90	3.0
70 – 80	2.0
69 or below	0.0

Class Rank for Application to Institutions of Higher Education

The District shall also calculate class ranking 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 ranking for the purpose of automatic admission under state law per EIC (LEGAL).

COURSE CHANGES

Students may drop courses or change their schedules without penalty within the add/drop period of:

- 10 days on a traditional schedule
- 5 days on a block schedule

A failing grade will be reported on the transcript if the course is dropped after the add/drop period without an add/drop form appropriately completed with approval signatures.

For dual credit course changes, please see the Dual Credit section.

CREDIT BY EXAMINATION

The District offers students the opportunity to take a credit by examination (CBE) to demonstrate mastery in a subject or to earn course credit with or without prior instruction. [Policies EHDB and EHDC] CBEs are available for most courses. The District uses CBEs purchased from Texas Tech University and/or The University of Texas. The exams assess the student's mastery of the essential knowledge and skills relevant to the applicable subject. The exams are periodically reviewed by the State for alignment with essential knowledge and skills.

Successful course credit will be indicated on the transcript with the actual grade earned, but the grade will not be used in the calculation of GPA. If credit is not awarded, documentation of the examination will be placed in the student's academic achievement folder.

With Prior Instruction

A student can take a CBE when the student has had prior instruction and when:

- The student is enrolling in the District from a non-accredited school or home school; or
- The district needs to determine the proper placement of the student; or
- The student failed a subject or course; or
- The student has earned a passing grade in a subject or course but failed to earn credit due to excessive absences.

To receive credit for the course, a student must score a 70 or above on the CBE. Examinations will assess the student's mastery of the essential knowledge and skills and will be administered according to established District procedures.

Prior to offering a student an opportunity to demonstrate mastery or to earn credit by this method, the school counselor or another appropriate District employee will review the student's educational record to determine whether the student has had prior instruction in the subject or course.

Middle School

Students in grades 6 – 8 who have received prior instruction in previous courses may be placed into the appropriate course or courses based upon evidence from sources such as prior performance in the subject, teacher recommendations, and scores on locally administered tests and inventories. A campus committee consisting of the principal, counselor, and classroom

teachers will make placement decisions. No placement will be made without parent approval. Placement can be made for six weeks pending results from CBEs.

Students may not place out of any courses for which high school credit toward graduation is awarded unless the student takes a CBE certified by the FWISD. Should a parent challenge placement or request alternative placement(s) or examinations, the District may administer and recognize results of a test purchased by the parent or student from Texas Tech University or the University of Texas at Austin.

High School

Students entering the district, who have been homeschooled or are coming from unaccredited schools seeking placement/validation of grade level or coursework, may be placed in appropriate course or grade level based on the decision of a campus committee consisting of the principal, counselor, and classroom teachers. If a student is Limited-English-Proficient, the LPAC must work in collaboration with the campus committee to determine appropriate instructional placement/validation. This placement requires parental approval. Evidence of previous classroom work, results of standardized testing, psychologists' recommendations, or records from previous setting(s) may be considered in order to determine placement. Should a parent challenge the placement, the parent may request an alternative examination. The FWISD may administer and recognize results of a test purchased by the parent or student from Texas Tech University or The University of Texas at Austin. A six-week placement for observation may be made pending CBE results.

Without Prior Instruction

Students can take a Credit by Exam to earn credit for a course without prior instruction. No prior instruction is defined as having no formal instruction in the specific course content and/or grade for which the examination is given. In order to receive credit, a student must earn a score of 80 or above. Award of credit for a two-semester course is based upon successful passing scores on CBEs for both semesters.

Students will only be administered the tests for which they have an official registration verified and signed by their counselor. (See the Forms section for the CBE Form.) Students cannot register to take a CBE while concurrently enrolled in the course for which they are taking the exam. There is no charge to the student for taking a CBE for purposes of acceleration. Transportation to and from the testing site is not provided by the District. CBEs are not recognized by the NCAA for athletic eligibility purposes.

Procedures for Taking a CBE for Acceleration

1. Dates for Credit by Examination (CBE) testing for acceleration are published by the District's Advanced Accelerated and Innovative Learning (AAIL) Office at the beginning of the school year.
2. Individual school campuses notify students via notices posted in the school, school announcements, and/or information sent home to parents.
3. Students contact their counseling office to register for CBEs and to complete the FWISD *Credit by Examination Student Form* (form provided in the Forms section). A student

may take a CBE for a particular course only once during each testing cycle and a total of two times. Counselor must verify and sign this form.

4. The District's AAIL Department orders the CBEs and sets the site(s) for the examination(s) to be administered.
5. Parents receive a notification letter from the District's Advanced Accelerated and Innovative Learning (AAIL) Office indicating the time and place designated for test administration. The school counseling office also receives the information included in parent notification letter.
6. The CBE is administered on the designated date and time.
7. The CBE is sent to be scored.
8. The CBE scores are received by the District's Advanced, Accelerated and Innovative Learning (AAIL) Office and are provided to the campus counseling office.
9. Students receive a copy of their CBE results.
10. Counselor works with the Campus officer, Academic Achievement Record (AAR) technician for transcript history update in cases where credit is awarded.
11. The student's transcript is updated to reflect any credit(s) awarded. The CBE test score earned shall not be used for calculation of grade point average or in determining class rank, FWISD Policies EEJA and EEJB (LOCAL). CBE test scores are coded on the student's transcript with an (E) for each examination for acceleration or a (T) to note it is for credit verification when a CBE is used for credit retrieval.

Credit by examination shall not be used to gain eligibility for participation in extracurricular activities.

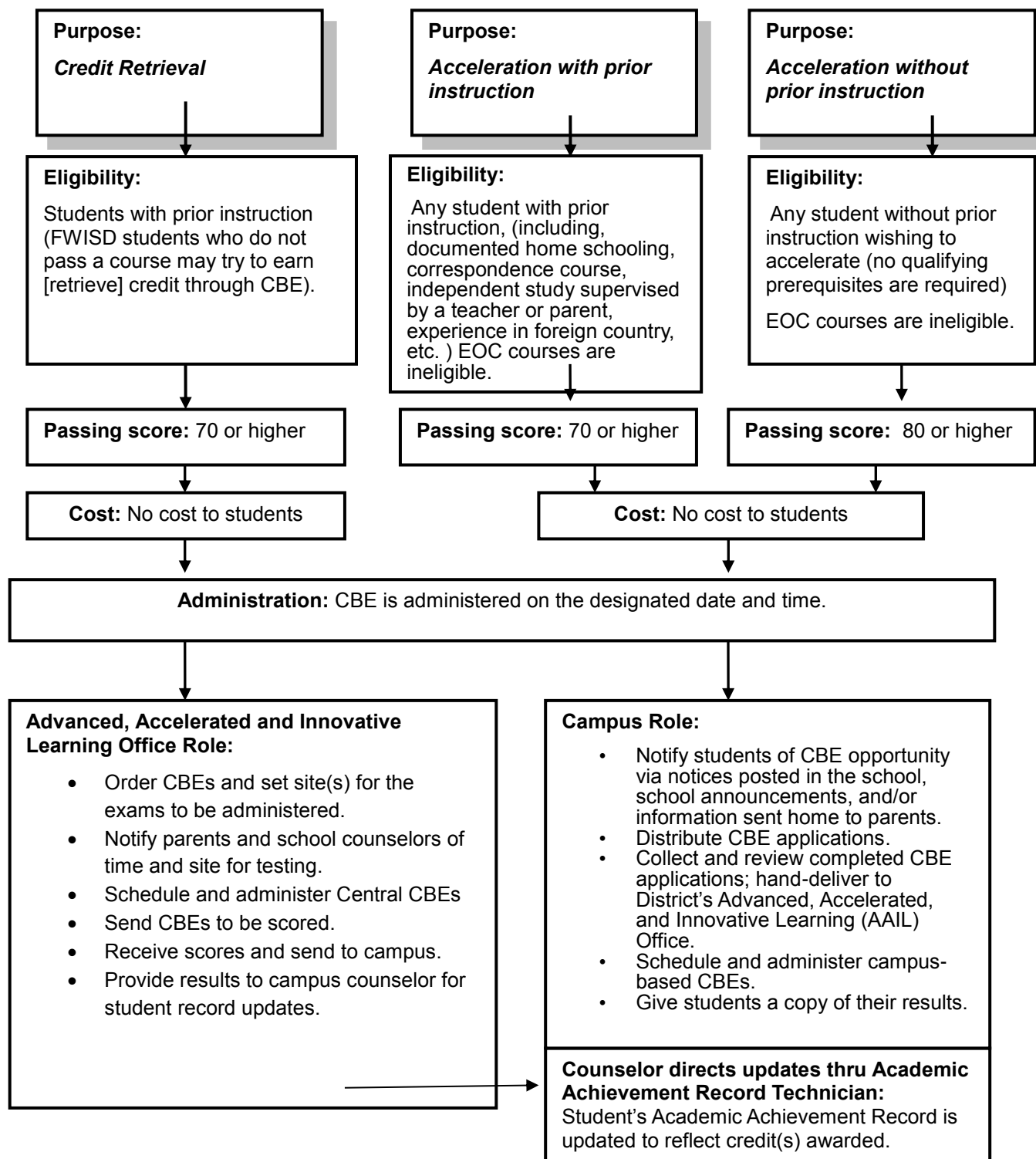
See the World Languages section for unique CBE procedures that must be used for World Languages placement and course acceleration.

CBEs for Courses Requiring an End of Course Assessment

Credit by Exams for Algebra I, English I, English II, Biology, and US History CAN NOT be taken for acceleration with or without prior instruction. CBEs for courses requiring an EOC can only be taken for validation or retrieval. Therefore, a student who fails a course requiring an EOC can take a CBE for the course to retrieve credit. The student would need to score a 70 or above to retrieve credit. The CBE score is recorded on the transcript and is coded with a T.

When ordering a CBE for a course requiring an EOC, the campus must include proof that the student has taken and failed the course (screenshot of grades/course history from FOCUS will suffice).

Credit-by-Examination Flowchart



Revised 12-2-15, Advanced, Accelerated and Innovative Learning (AAIL) Office

DISTANCE LEARNING AND CORRESPONDENCE COURSES

All Grade Levels

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television.

Resident students, students temporarily residing abroad, or out-of-school youth and adults are able to earn units by taking correspondence courses from another educational institution.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TxVSN), as described below, in order to earn credit in a course or subject, the student must receive written permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

All courses shall have been approved by the Commissioner of Education and must include the state-required essential knowledge and skills. The program must be supervised by a school counselor.

Grades earned in these courses are recorded on the transcript but are not used in the calculation of GPA. Students in the 12th grade should complete these courses at least 30 days prior to graduation to be eligible for graduation at the end of the term.

Texas Virtual School Network (TxVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TxVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

DUAL CREDIT

Students may be eligible to earn college credit while they are still in high school by enrolling in dual credit courses. A variety of dual credit options are available to students. Dual credit courses may be offered at:

- Some high school campuses with the courses taught by an approved high school or college instructor;
- Tarrant County College sites through Dual Credit Academies;
- Various campus sites; Tarrant County College District, Texas Wesleyan University, and University of Texas at Arlington taught by college instructors; and
- An online dual credit program taught through the University of Texas at Arlington by college instructors with expertise in teaching online courses.

To be eligible to enroll in college courses and also be awarded credit toward state graduation requirements, a student must meet qualifications set forth by the District and the participating institutions, choose courses approved by the District, and have the approval of the high school principal. Programs of Choice Coordinators and CTE Coordinators are to provide students with current information regarding approved dual credit courses. To receive high school credit, the student must have a minimum grade of a “D” (equivalent to a 70 or higher) on an official college transcript. Grades in these dual credit courses will be used in computing the high school grade point average. Approved FWISD dual credit courses successfully completed will receive Tier I credit. For additional information regarding dual credit, talk to the Program of Choice Coordinator and CTE Coordinators at each campus.

Students who take a dual credit course that substitutes for one of the required End-of-Course-Examination courses must take the corresponding STAAR EOC assessment.

Additional information regarding dual credit courses is posted on the District website under the Advanced, Accelerated, and Innovative Learning (AAIL) Department. Questions regarding dual credit can be made to 817.814.2580.

Student Eligibility and Registration

To enroll in college courses, students must meet eligibility requirements by both the District and the participating institution. The Programs of Choice and CTE coordinators will provide students with information regarding dual credit courses. Once the student has met participating institution qualifications, selected a dual credit course, completed the necessary paperwork, and received approval from the high school principal, the dual credit application will be submitted to the college or university.

The student should review the class requirements and syllabus during the first week of the dual credit course. If at this time, the student determines that it is no longer feasible for him/her to complete the dual credit course requirements, the student should immediately seek counsel regarding his/her concerns. The student should immediately make an appointment with the counselor as very prompt action may prevent dire grade consequences.

When contacted by a student who is concerned about his/her dual credit course, the counselor should advise the student of the following ramifications:

- Advise the student regarding the serious consequences of failing and/or dropping a dual credit course without following required procedures and timelines.
- Dual credit course grades are used in determining the student's Grade Point Average.
- Failure to earn at least a "D" grade (equivalent of a 70 or higher) in the dual credit course will deny the student high school equivalent credit for the designated high school course.
- Failure of credit for the high school equivalent to the dual credit may cause the student to fail to meet the course graduation requirement.

Timeline for Dropping Dual Credit Course

FWISD Timelines

If the student has made the decision to drop the dual credit course on or before the college drop deadline, the Programs of Choice Coordinator will work with the high school counselor to schedule the student into the appropriate high school course or high school credit retrieval program. The student will immediately begin attending the high school class with his/her dual credit grade.

University Timelines

The student must immediately notify the university personnel and follow the required university procedures for dropping a dual credit course.

Each university has its own unique timeline for course withdrawal without a penalty.

Failure to contact the university and following required procedures could result in a failing grade at the university resulting placement of the student on scholastic probation upon his/her return to the university.

Student Calendars

Early College High School approved calendars and Tarrant County College calendars may differ. The college calendar predominates; i.e., if the college is in session, students may need to attend college classes even during FWISD holidays and breaks.

Dual Credit Grades and Weighted Grade Points

The teacher of record for all Dual Credit courses will be noted as the campus Programs of Choice Coordinator unless taught by a credentialed FWISD instructor. In that case it will be the credentialed FWISD instructor. Dual Credit grades for FWISD students participating in the Dual Credit Academy or an Early College High School will be reported by the instructors to the FWISD Dual Credit Coordinator at the end of each semester for verification and then sent to the campus Programs of Choice Coordinator. These grades will be processed by the campus data clerk.

Dual credit grades for students who take approved FWISD Dual Credit on their own must bring an official college or university transcript to their campus once the course has been completed. Students must have the approval of their principal and campus Programs of Choice Coordinator prior to taking a Dual Credit course on their own. The campus will record the student's official final grade on the student's Academic Achievement Record. A minimum grade of "D" (equivalent

of a 70 or higher) on an official transcript is needed for award of credit. **Grades in dual credit courses will be used in computing the high school grade point average.** Approved FWISD dual credit courses successfully completed will receive weighted credit. **Failure of a required course may endanger graduation. Students are responsible for contacting the college for admission, tuition, fees and financial aid.**

Dual Credit and University Interscholastic League (UIL) Eligibility

Dual credit courses are listed by the State Board of Education as being included in the list of advanced classes identified for no pass, no play exemptions for UIL competitions in the areas of English Language Arts, Mathematics, Science, Social Studies, Economics and Languages Other than English/World Languages. By law a grade less than 70 in any of these classes does not affect a student's eligibility. In addition, House Bill 208 which is effective school year 2007-2008 states: "A student otherwise eligible to participate in an extracurricular or UIL activity is not ineligible because the student is enrolled in dual credit or concurrent enrollment courses, regardless of the location at which the course is provided."

EARNING COURSE CREDIT

A middle school student advances to the next grade if the student has an overall average of 70 on all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

A student in grades 9 – 12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above.

When a student passes the first semester and fails the second semester of a two-semester course, the student will only receive credit for the first semester, regardless of the combined average of the two semesters.

When a student fails the first semester of a two-semester course, the District will award credit for both semesters if the student passes the second semester with a grade high enough so that the combined average of the two semesters is 70 or higher.

Semester 1	Semester 2	Average	Credit Earned	EOC Course	Options to Regain Credit
Pass (80)	Fail (68)	Pass (74)	0.5 credit for first semester	Pass	CBE, Web-based curriculum program or retake second semester
Pass (70)	Fail (68)	Fail (69)	0.5 credit for first semester	Fail	Retake second semester and the EOC (web-based curriculum may be used for certain math courses)
Fail (68)	Pass (80)	Pass (74)	1.0 credit for full year	Fail	Retake EOC exam
Fail (68)	Pass (70)	Fail (69)	0.5 credit for second semester	<i>Not an EOC Course</i>	Web-based curriculum program, <i>Credit By Exam</i> , or retake first semester

GRADE-LEVEL CLASSIFICATION

After the ninth grade, students are classified according to the number of credits earned toward graduation.

By state law, each student entering 9th grade is to have a six-year graduation plan developed in conjunction with the parents and counselor. This plan is to appropriately pace the student's academic career to graduate on time.

The following charts display the credits needed for classification and spring reclassification. Only courses counting toward state graduation credits are included; local credit courses do not count.

Reclassification occurs before the beginning of each school year, and in some special cases, at other times for state testing purposes or early graduation requirements.

Fort Worth ISD Grade Classification RHSP, DAP, Foundation Plan with Endorsement All require 26 credits for Graduation		
	Grade Level Classification	Required State Course Credits Earned
RHSP or DAP or Foundation with an Endorsement	9 – Freshman	0 credits
	10 – Sophomore	6 credits
	11 – Junior	12 credits
	12 – Senior	19 credits
MSHP or Foundation Without an Endorsement	12 – Senior	15 credits
	22 credits required for MSHP Graduation and for FHSP Graduation w/out an Endorsement	

The chart below is for:

- Students who have repeated a grade level and have earned the required course credits for *spring semester* reclassification; or
- Seniors who are on the minimum graduation (MSHP) plan or the Foundation High School Plan (FHSP) without an endorsement.

This grade reclassification will allow senior students to be included in senior meetings to receive relevant information needed to complete senior year activities and responsibilities. The deadline for grade level reclassification is *mid-January* in order to have testing coded correctly.

Fort Worth ISD Grade Reclassification – Spring Semester	
Grade Level Classification	Required State Course Credits Earned
9 – Freshman (repeaters)	8 credits
10 – Sophomore (repeaters)	15 credits
11 – Junior (repeaters)	22.5 credits
12 – Senior MHSP (minimum plan) or FHSP w/o an endorsement 22 credits required	18.5 credits

Students currently enrolled in high school who have not earned the required credits needed to be on grade level and who have not been officially permitted in the Minimum High School Program or the Foundation High School Plan without an endorsement are to meet with their counselor to determine the various ways they may schedule courses to make up the needed graduation credits.

Junior – Senior Reclassification during the Sixth Six-Weeks

If a repeat 11th grade student, who did not have enough credits to be classified as a 12th grade student at semester, has earned the credits during the spring semester to still graduate in June, then the student will need to be reclassified to the 12th grade during the 6th six-weeks. This will allow the student to be included in the final graduation class total and receive a transcript marked as a 12th grade student. A grade change form will need to be completed and submitted to the data clerk for entry by the end of the 3rd week of the 6th six-weeks.

GRADUATION PROGRAM

Grade 9 students who entered high school before the 2014-2015 school year are to be enrolled in the Recommended (RHSP) or Distinguished Achievement (DAP) Graduation Program which requires 26 state credits.

- **Students shall not be placed on the Minimum High School Graduation Plan (MSHP) without the required meetings and documentation.**

Grade 9 students entering high school during school year 2014-2015 and thereafter are to be enrolled in the Foundation High School Graduation Program with an endorsement which requires 26 credits (22 required credits and four credits for an endorsement for 26 credits).

- **A student cannot graduate under the 22 credit *Foundation High School Plan* without an endorsement unless:**
 - **A meeting is held with the parent, student, counselor, and principal and**
 - **The appropriate paperwork is completed to change the graduation plan.**

HIGHEST-RANKING GRADUATE – STATE DESIGNATION & CRITERIA

The highest-ranking graduate is the student at each high school campus with the highest rank after all six-week grades have been posted. This student will receive a Highest Ranking Graduate Certificate and free tuition to a Texas public college or university during both semesters of the first regular session immediately following the student's high school graduation. [See §54.201 of the Texas Education Code]

After all grades have been posted, a designated individual at each campus will use the PDF form provided by TEA to print out a certificate for the graduate on at least 65 lb. stock paper. The principal and superintendent will sign the certificate.

The designated individual from each campus will also need to complete an online survey to submit the highest ranking graduate information to TEA. There is an optional field noting the public college your highest ranking graduate will be attending; complete this section if the information is available. TEA will forward this information to the college, and the student will not need a Declaration document.

If the name of the public college that the highest ranking graduate will attend is not known, the designated individual from each campus will complete a Declaration PDF form. The form is available from the link on the survey. Ensure that the student receives a copy of the Declaration form to present to the college admissions office of attendance. Detailed instructions with a link to the survey will be provided annually to each campus principal by the Academic Advisement Department.

The highest-ranking graduate is not necessarily the same student as the valedictorian. The valedictorian is a local honor and is recognized based on the criteria in the **Local Graduation Honors** section on page 38. The highest-ranking graduate is a State of Texas honor and is determined based on the guidelines set forth in the Texas Education Code. For further information, see policy EIC (LOCAL).

Because the highest ranking graduate is not known until all grades have been posted, this individual will not be recognized at the graduation ceremony. However, the Valedictorian, Salutatorian, and graduates receiving other local honors can be recognized.

LOCAL GRADUATION HONORS

The District will calculate class rank at the end of the fifth six-week grading period of the senior year after receiving grades for dual credit courses to determine local graduation honors. The average of the fourth and fifth six-week grades will be used as the semester grade for the purpose of determining local graduation honors.

For schools on an accelerated block schedule, the District shall calculate class rank at the end of the third nine-week grading period of the senior year. The grade for the third nine-week grading period shall be used as the semester grade for this purpose.

Valedictorian and Salutatorian – Local Honor & Criteria

The valedictorian and salutatorian are the eligible students with the highest and second highest ranking, respectively at the end of the 5th six-weeks. To be eligible for such recognition, a student must:

- Have completed the Recommended Program, the Advanced/Distinguished Achievement Program, or the Foundation Program with the distinguished level of achievement; and
- Have completed 19 credits before the first day of the school year in which graduation requirements are completed; and
- Must have been continuously enrolled in the same high school in the District for the two years preceding graduation in which graduation requirements are completed.

In case of a tie in either the weighted GPAs or the weighted numerical grade averages after calculation to the thousandths place, the District shall recognize all students involved in the tie as sharing the honor and title.

Latin Honors

Local class rank Latin honors at each District high school will be awarded to students completing the Recommended Program, the Advanced/Distinguished Achievement Program, or the foundation program with the distinguished level of achievement, as follows:

Summa Cum Laude	The top highest two percent of the graduating class
Magna Cum Laude	The next highest three percent of the graduating class
Cum Laude	The next highest five percent of the graduating class

To calculate the students eligible for Latin Honors:

- Obtain a class list from the Division of Technology of all seniors, not just potential graduates.
- The list is generated after the fifth six-weeks grades are entered and grades for dual credit courses have been received and entered.
- The same list is used to determine the Valedictorian and Salutatorian.
- From the list, calculate the top ten percent of students, rounding up. Divide the top 10% into the respective Latin Honors categories

Example:

No. of Seniors	Top 10%	Summa Cum Laude	Magna Cum Laude	Cum Laude
200	20	Top 2% = 4	Next 3% = 6	Next 5% = 10
385	38.5 = 39	Top 2% x 385 = 7.7 = 8	Next 3% x 385 = 11.55 = 12	Next 5% x 385 = 19.25 = 19

PLACEMENT OF STUDENTS ENTERING THE DISTRICT

Accredited Schools

The parent or guardian of a student enrolling in the District from an accredited public, private, or parochial school shall provide evidence of prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine final grade placement.

Accredited is defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner.

Non-Accredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including homeschools, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

- Scores on achievement tests, which may be administered by appropriate District personnel.
- Recommendation of the sending school.
- Prior academic record
- Chronological age and social and emotional development of the student.
- Other criteria deemed appropriate by the principal.

Before granting credit, the District shall validate, by a Credit by Exam (See CBE Section) or other evidence, that any course taken by a student at a nonaccredited public, private, or parochial school meets State Board requirements.

Guidelines for All Students Transferring

- A student who has honors classes on his or her transcript from another district will be awarded honors credit if the honors course is currently taught in the FWISD.
- Confer with the student to determine the content of any course in question and to the Texas Essential Knowledge and Skills if necessary. The subject program director may also be contacted for assistance. If the content equates to that of a FWISD course, credit may be given.
- Students who wish to receive state credit for a course that cannot be equated with a FWISD course may apply to take the credit-by-examination test when available.
- Counselors who cannot make proper determinations for courses should contact the Guidance and Counseling Department

Campus Plan for Transfer Students

Normally, a transfer student is placed in an equivalent class with his/her earned grades, and the student will complete the work in the new class. When an equivalent class is not available on the receiving campus, a committee is to be convened to devise a plan for the student to earn credit to complete the semester for courses offered in the FWISD school system.

A campus plan is to be devised by a committee comprised of the principal or designee, a counselor, and the teacher who will be working with the student for semester course credit completion. Based on policy EIA (LOCAL), teachers and other personnel are to work with the student so that the student is provided opportunities to complete course work needed to show relative mastery of the course objectives.

A receiving campus plan is to be devised for a student transferring into a District high school when any of the following conditions warrant such a planning process:

1. A student transfers into a District high school at the beginning of the second six-weeks of the school year, missing the first six-weeks of FWISD instructions.
 - a. If the student was in another Texas public or charter school, the grades will be recorded under the first grading cycle, and the student will be placed in an equivalent class to continue the course.
 - b. If the student was not attending school at the beginning of the school year prior to enrolling in FWISD, the student will not be penalized under the attendance rules but will be expected to be accountable for mastery of the TEKS by the end of the course in order to receive credit for the course. Because the District curriculum spirals and builds upon the TEKS from the beginning of the year, the TEKS the student missed are often reviewed throughout the semester. Even though the student has not been in attendance since the beginning of the year, the student has not missed these TEKS.

Grades are to be recorded for each six weeks the student is enrolled, and those grades will be averaged for the semester grade. The missing first six-weeks grade due to late enrollment is not recorded as a zero.

At the end of the high school year, the student's final average is figured semester by semester. In this example, the student would have...

- Two six-week grades averaged for semester A; and
- Three six-week grades averaged for semester B.
- The two semester grades are to be averaged for the year-end grades.
[Policy EI (LOCAL)]

2. A student begins the school year at his/her home high school but is reassigned to Metro Opportunity High School or another alternative setting. In order for the student to receive semester credit for all courses, this situation may need additional problem solving. The teacher who has the student in his/her class at the end of the semester will be the teacher who enters the student's semester grade. In this situation, the teacher may be the alternative school teacher or the home school teacher, depending on where the student ends the semester.

- a. If the alternative campus does not offer the course(s) that the student was enrolled in at the home school, a plan is to be devised to work with the student so that he/she does not lose credit for the course the plan could include:
 - i. Having the home school teacher provide the student with the syllabus assignments so that the student may keep up with the content and skills that the students are learning at the home school, or
 - ii. Retake the course, or
 - iii. Enroll in a FWISD online course

An incomplete grade may not be carried over to a new school year. A code "I" for an incomplete is available on the electronic grade card system, but not on the state transcript system (AAR Minimum Standards).

- b. When a student is assigned to Metro Opportunity/or another alternative setting where a course is only offered as a regular level class, the student will lose the grade points for an honors level course if the semester is completed at Metro/or another alternative setting. There are no grade points assigned to cycle (six weeks) grades. Only semester grades receive course points for the grade earned and thus will affect GPA points.
- c. When a student moves from an AP class to a regular class, for example in English, the course will become a regular English course (for the time at Metro/or another alternative setting). The curriculum objectives are different for a regular English course vs. an AP English class. If the span of time the student is assigned to Metro, for example, includes most of the semester, the student returning to the home school will most likely go into the regular level class upon return.

If the student assignment to Metro/or another alternative setting is not an extended length of time (one six weeks or less) and the student wants to retain the course as an AP course, he/she would need to request the AP course syllabus and assignments. He or she would also be responsible for keeping up with assignments in the AP class. When the student returns to the home school, to demonstrate relative mastery of the AP course objectives, the student will need to make up missed major assignments, necessary quizzes or tests. He/she must maintain the course work for the remainder of the year to be awarded AP course credit by demonstrating relative mastery of the AP objectives through the remaining class work assignments, examinations and/or the AP test score. The teacher would consider all the AP class 6 weeks grades which will include examinations to determine the student's relative mastery of the AP class.

The teacher of record at the end of the semester is required to provide the grade for the semester. If the student is at Metro/or another alternative setting at the end of the semester, regardless of the time at Metro, then only regular credit (Tier III course) will be assigned for the regular course.

Conversion of Letter Grades to Numeric Grades

When a student transfers grades for properly documented courses from an accredited U.S. or foreign public or private institution, 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.

Conversion of letter grades to numerical grades for students transferring into the District with letter grades are as follows:

A+ = 99	B+ = 89	C+ = 79
A = 96	B = 86	C = 76
A- = 92	B- = 82	C- = 72

If a student is transferring from a Texas school district or Texas charter school and has a “D” letter grade equivalent to a 70, credit will be awarded for the course per Texas Education Rule, 19TAC§74.26 (a)&(c).

Grades earned in non-accredited schools shall be handled in accordance with FD (LOCAL).

Students from non-public, out-of-state, or out-of-country schools may have transcripts that record a “D” letter grade and award credit for courses with a grade numeric value lower than the Texas passing standard of 70. Per TEA staff references to the Academic Achievement Record (AAR) Minimum Standards, section 1.15, the District has determined that for a “D” letter grade with a numeric value lower than a 70, a “P” will be recorded as the transfer grade.

Transfer students from non-accredited public, private, parochial schools or who have been home-schooled shall be offered an opportunity to demonstrate mastery in a subject or to earn course credit. (See **Credit by Exam** section)

CREDIT RECOVERY

A student who fails a course may retrieve credits multiple ways within the District:

- A student may retake the class during the school year, or
- A student may retake the class in the District-approved, web-based, credit-recovery program, or
- A student may take an approved Credit-by-Exam or
- A student may retrieve credit by retaking the class in summer school or
- A student may be identified to retrieve credit during a Mini-Mester

Credit Recovery Using District-Approved, Web-Based Credit Recovery Program

Odysseyware has been approved by the district as the sole web-based curriculum program to be used for credit retrieval. A student who fails a course may be eligible to take a course in the Web-based Curriculum Program using Odysseyware to recover credit. In order to recover credit, a student must earn a grade of 70 or higher and complete 100% of the coursework requirements. The grade earned in the Web-based Curriculum Program will be the grade placed on the student's transcript, but will not be included in the calculation of GPA.

GPA Impact

- The student's original failing grade will be included on the transcript and in the calculation of GPA.
- If the recovery course is passed with a minimum grade of 70, the actual grade earned on the course will be noted on the transcript.
- The grade earned in the recovery course will not be used in the calculation of GPA.

Courses Requiring an End Of Course Exam

- A student who fails a course requiring an EOC, but who passes the EOC exam will be offered the option of taking a Credit by Exam or enrolling in a web-based credit recovery program.
- A student who fails a course requiring an EOC exam **and** fails the EOC, with the exception of Algebra I, will be required to retake one or both failed semesters in a regular classroom setting. The student must earn a 70 to earn course credit. The student must also retake the EOC exam.
- A student who fails both the Algebra I course and the Algebra I EOC will be able to enroll in the Web-based Curriculum Program for Algebra I. The student must retake the EOC.

Odysseyware Use in On-Campus Intervention (OCI) Classrooms

Odysseyware will also be used to maintain academic progress when a student is assigned to the OCI classroom for a violation of the student code of conduct. Because this is a temporary assignment, students shall not complete courses during an assignment to OCI (10 days maximum)

per assignment). Grades earned on modules completed are sent to the teacher of record to include in the student's semester grades.

Credit Recovery Using a Credit-by Exam (CBE)

A student can take a CBE to recover credit for a failed course. To receive credit, the student must earn a score of 70 or above. The score is recorded on the student's transcript and coded with a "T" indicating credit is earned. The score on the CBE is not included in the calculation of GPA. The original failing grade is used in GPA calculation.

Credit Recovery by Mini-Mester

Information forthcoming

Summary of Credit Recovery Methods

Method	Available For	Grade Needed	GPA Impact
Retake Course	<ul style="list-style-type: none"> A student who fails a course <i>This is the only option for a student who fails both the course and the EOC for English I, English II, Biology, and US History.</i> 	70	Original failing grade and new grade are calculated into GPA
Odysseyware (provided the course is available)	<ul style="list-style-type: none"> A student who fails a course not requiring an EOC, or A student who fails English I, English II, Biology, or US History but passes the EOC, or A student enrolled in Algebra I who fails both the course and the EOC if taken in mini mester 	70 (in addition 100% of coursework requirements must be met)	Grade will be noted on transcript, but will not be used in the calculation of GPA
Credit-By-Exam (provided an exam is available for the course)	<ul style="list-style-type: none"> Any student who fails a course regardless of whether the course requires an EOC 	70	Grade will be noted on transcript, but will not be used in the calculation of GPA
MiniMester	<ul style="list-style-type: none"> <i>Information forthcoming</i> 		
Summer School	<ul style="list-style-type: none"> Any student who fails a course 	70	Grade is used in the calculation of GPA

ACCELERATION FOR OVERAGE STUDENTS

Academic Acceleration Initiative (AAI) for High School Students

The Academic Acceleration Initiative is a program that started in the 2012-2013 school year. The program is designed for high school students who are over-age and under credit and at risk for not graduating on time.

Students take courses using the Web-based Curriculum Program. The web-based software, Odysseyware, will be used for these courses.

The AAI meets the need for more differentiated responses for students who have had interruptions in their schooling experience, multiple school transitions, or need additional time and supports to succeed. Classes are available at every high school.

The Academic Acceleration Counselor will enroll students in the needed coursework and determine the student's eligibility for a pre-assessment to determine areas where the student needs improvement. The Web-based Curriculum teacher will tutor and monitor the student's progress and will generate reports to share with the student, parent, and school and District staff. The Web-based Curriculum teacher, academic acceleration counselor, and stay-in-school coordinator will work closely with campus staff and parents to ensure that the student follows the academic plan.

GPA Impact

Upon completion of each course, credit for the course and the grade received will be recorded on the transcript. The grade will not be used in the calculation of GPA.

Academic Acceleration Initiative (AAI) for Middle School Students

Middle school students who have been identified as at-risk may be offered the opportunity to earn high school credits using the Web-based Curriculum Program.

ACCELERATION FOR STUDENTS WHO ARE NOT BEHIND IN CREDITS

Summary of Acceleration Methods Available For Students Not Behind In Credits

Method	Available For	Grade Needed	GPA Impact
Credit-By-Exam Without Prior Instruction	<ul style="list-style-type: none"> • A student who has not had prior instruction in a course and • For a course that does not require an EOC 	80	Grade will be noted on the transcript, but is not used in the calculation of GPA
Summer School	<ul style="list-style-type: none"> • Courses not requiring an EOC and • Identified in the Summer School Catalog as available for Acceleration purposes 	70	Grade is used in the calculation of GPA
Texas Virtual School Network	<ul style="list-style-type: none"> • Any student who wants to accelerate and has met prerequisite requirements 	70	Grade will be noted on the transcript, but is not used in the calculation of GPA
Odysseyware	<ul style="list-style-type: none"> • At some middle school campuses • Limited courses that allow students to earn high school credit 	70	Grade will be noted on the transcript, but is not used in the calculation of GPA

MAKEUP WORK

Makeup Work Because of Absence (All Grade Levels)

For any class missed, the teacher may assign the student makeup work 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.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. The student shall be allowed no less than one day for each day absent. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit or final grade.” [See also **Attendance for Credit or Final Grade** on page 20.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Grades 9–12

A high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA (LEGAL).]

In-School Suspension (ISS) Makeup Work (All Grade Levels)

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO (LEGAL).]

EVALUATION OF STUDENTS WITH SPECIAL NEEDS

The Individual Education Plan (IEP) developed by the Admission, Review, and Dismissal (ARD) Committee for each student who meets eligibility criteria for Special Education services states that the responsibility for grade reporting for each Special Education student is as follows:

1. If the content is taught solely in General Education, the grade will be assigned by the General Education teacher.
2. If the content is taught solely by the Special Education teacher, the grade will be assigned by the Special Education teacher.
3. If the content is taught through collaboration between the Special Education and the General Education teachers, the grade should be assigned by the teacher who is responsible for the instruction of the content (teacher of record) unless otherwise specified in the IEP.
4. All accommodations and modifications for Special Education students must be followed as delineated in the student's IEP and as determined in the ARD committee meeting.

The grading period and numerical grading system in General Education will apply to a Special Education student unless otherwise specified in the IEP

Every Special Education student will receive his/her IEP Progress Report which will accompany the Report Card at every designated reporting period (6 weeks of 9 weeks).

ENGLISH LANGUAGE LEARNERS (ELLs)

High academic standards should be maintained for English Language Learners; however, no grading policy should adversely affect a student based solely on language proficiency. The teacher must take into consideration the student's level of English proficiency when planning assessments for and assigning grades to ELL students. Linguistically modified and/or alternative assessments and special instructional methods should be used as appropriate and should be dependent on the level of English language proficiency of the student.

At the high school level, credit may not be denied solely because special assessments and/or methods were used to provide the ELL student opportunity to demonstrate his/her knowledge of or skill in a subject.