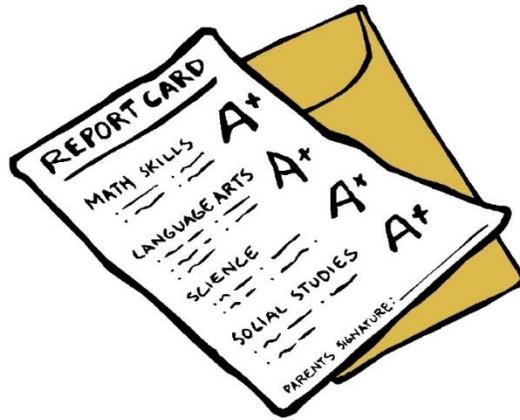




# MIDDLE SCHOOL GRADING HANDBOOK



**2018-2019**

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# GRADING HANDBOOK

TYLER ISD

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## AWARD OF CREDIT

### Academic Achievement Record (9-12)

Policies EI, FDA and FL

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

### Advanced Courses

TAC 74.30, Policy FM (LOCAL)

The following are identified as advanced classes concerning extracurricular activities:

- All College Board Advanced Placement courses and high school/college concurrent enrollment classes that are included in the “Community College
- General Academic Course Guide Manual (Part One)” in the disciplines of English language arts,
- mathematics, science, social studies, fine arts, and Languages Other Than English (LOTE),
- Precalculus;
- Art IV, Dance IV (not to include drill team activities), Music IV, and Theatre IV;
- Languages other than English courses Levels IV-VII
- Advanced Academics courses in the core areas (ELAR, Math, Science, Social Studies, LOTE for high school credit).

## Award of Credit

### TAC 74.26, Policy EI

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

For grades 9-12, six weeks and exam grades are averaged after each semester, and course credit is awarded by semester for any grade of 69.5 or above. In the case that a student fails the 1st or 2<sup>nd</sup> semester of a year-long course taken in the same academic year, both semesters can be averaged, if a minimum grade of at least 60% is earned. Credit will be awarded based upon the Course Average of the two semesters or partial credit may be awarded if only one semester grade is passing in order to benefit the student.

## Correspondence Courses

### Policy EHDE (LOCAL)

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

## Courses Taken in Middle School for High School Credit

### Policies EI, EHAC

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

Students who complete high school mathematics or science courses in Middle School will still be required to take three (3) additional math courses after 8th grade. Credit for the Middle School courses will be awarded in the same manner as High School courses.

## Credit by Examination without Prior Instruction – Individualized Learning

### Policy EHDC (LOCAL)

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

## Pass/Fail Courses

Pass / Fail Courses will not be offered

## Personal Graduation Plan (PGP)

### Policy EIF

A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in 6th – 12th grade who:

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

A PGP must:

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

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

## Physical Education Substitutions

### Policy EIF (LOCAL)

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

- Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the Superintendent to be of exceptional

quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.

- Private or commercially sponsored physical activities include those certified by the Superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

## Restrictions

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

## Transfers from Out-of-State or Nonpublic Schools

### Policy EIF

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

When a student from home school or non-accredited private school enters Tyler ISD, an approved district or released state assessment will be administered for placement in the appropriate grade placement. The assessment must be approved by the Curriculum and Instruction Department.

## CLASS RANK

### Class Ranking

#### Policy EIC (LOCAL)

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

## GRADING

### Academic Dishonesty

#### Policy EIA (LOCAL)

Students found to have engaged in academic dishonesty on assignments or tests shall be subject to disciplinary penalties and grade penalties. Academic dishonesty includes, but is not limited to: cheating or copying the work of another student, providing your own work to another student for purposes of cheating and/or copying, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students.

## Gifted and Talented Program

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

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

## GRADING GUIDELINES

### Policy EIA (LOCAL)

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

### Grading Guidelines

Use the following procedures for grading:

- Students shall not grade test papers or record official grades.
- Numerical grades shall be used for grade reporting, record purposes, and student ranking.
- The principal or teacher shall keep the final examination papers on file for six weeks.
- Grades will be recorded in the grade book by the teacher at least once a week in order to maximize parent/guardian involvement and intervention opportunities.
- The grade average earned in credit courses shall be recorded on the student transcript and averaged for class rank (where applicable).
- An "I" may be assigned to indicate the student's inability to complete the work for a grading period due to extended absences. An incomplete grade of "I" shall be removed from the student's record as soon as possible. In no instances should an incomplete remain beyond the end of the next grading period without approval of the principal.
- Grades shall not be changed following the end of a reporting period unless an error has been made. Grade change requests must be submitted on the appropriate forms and shall be subject to the principal's approval.
- Grammar and spelling errors shall be noted on student assignments as appropriate.
- In physical education classes, grades 6-12, all grades should be based on student performance in relation to the Texas Essential Knowledge and Skills. The academic grade should not reflect discipline, lack of dressing out or lack of participation.
- Each classroom teacher has the responsibility of informing students regarding rules concerning all aspects of individual grading policies. Included would be each teacher's policies regarding the acceptance of late work, make-up work, as well as the weighting assigned to different types of grades.

- Grade disputes, misunderstandings or miscommunications between the student, parents, and the classroom teacher should be settled as rapidly as possible. When feasible, any such misunderstanding should be settled within a ten-day working time frame. When an academic grading dispute occurs, the principal or his/her designee should be contacted. If appropriate, the grade level principal should be included. If there is no such satisfaction at this point, the campus principal will be consulted.

### Grading and Progress Monitoring of Special Education Students

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

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

Educators involved in the decision making progress should react quickly to low grades that might indicate a student is struggling to access or make progress in the general education curriculum. When there is concern that the current supports and supplementary services are no longer effective for a student, an ARD committee meeting may need to take place. The ARD committee must revise the IEP as appropriate to address a student's lack of expected progress toward the annual goals and in the general education curriculum.

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

Decision Making Responsibilities Related to Grading

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

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

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

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

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

## Progress Monitoring of Students Enrolled In and/or Receiving Intervention Services

The following designations will be used in monitoring progress for students receiving intervention services on student report cards and progress reports

1. No Data (ND) – student is new to the program and has not been administered any assessment beyond the initial diagnostic or baseline assessment.
2. Minimal Progress (P1) – the student is making little to no progress. It is critical that the RTI team meet to discuss possible adjustments to the student’s intervention plan to address his/her lack of progress.
3. Moderate Progress (P2) – the student is making progress at a moderate rate. While the student may be progressing, it is recommended that the student’s RTI team, including the parent, meet to discuss possible strategies to increase the student’s rate of growth to target progress.
4. Target Progress (P3) – student has progressed at the target rate to reach his/her next goal. This designation will be based on data obtained from formative assessments given repeatedly throughout the reporting period.
5. Exit and Monitor (EM) - The student has made such growth that supplemental support will be or has been discontinued. The RTI team will continue to monitor the student’s progress to ensure success.

## Grading of Students placed at the District Alternative Education Placement

(DAEP) Facility.

Curriculum based software programs and additional materials will be used to provide instruction and collect grades for core area coursework and Spanish 1 of students attending the TISD DAEP program. A cumulative grade for each student attending the DAEP shall be gathered and reported electronically to a single home campus contact at each grading period and student exit date by the DAEP Coordinator’s designee. The home campus contact will distribute the DAEP grades to individual teachers of record. That teacher of record is required to enter the DAEP grade for every missing assignment or exam grade taken from the date the student began attending the DAEP program to the present, or to his or her DAEP placement ending date.

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

## Homework

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

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

Special consideration should be given to the nature of home study assignments made immediately before holidays, major special events, or weekends. Homework should never be assigned as a disciplinary measure. If graded, homework other than major projects will be recorded as a daily grade.

## Interim Reports (Progress Reports)

### Policy EIA (LOCAL)

Interim progress reports shall be issued for all students during the fourth week of each grading period. Grades are to be indicated on progress reports in Grades K-12. Supplemental progress reports may be issued at the teacher's discretion. Teachers shall contact parents of students with failing grades. Campuses may have the ability to send progress reports electronically or allow parents to access progress reports electronically rather than send paper copies of the progress reports home. Contact the student's specific campus to determine if this is an available option.

## Make-Up Work and Late Projects – Grading Penalties

### Policy EIA (LOCAL)

A student will be allowed three calendar days on a traditional schedule and five calendar days on an A-B block schedule for each day of absence to make up missed class work or assignments. However, for absences exceeding two consecutive days, the classroom teacher and the principal may work together to create a reasonable timeline that would include at least 6 school days. This is done to prevent students from falling too far behind with the progressive nature of much of the curriculum. It is the responsibility of the student to secure the assignments from the teacher and make up the work. The student should contact the teacher to make arrangements to obtain the assignments on the day he or she returns to class. The three or five day period will begin at the point the student receives the assignments from the teacher. The make-up work shall be determined by the teacher based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements. Any extenuating circumstances or delay in completing the missed work must be approved by the principal or designee.

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

## Parent Conferences

### Policy EIA (LOCAL)

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

## Parent Grade Book Viewer

Parents and students have the ability to view information that teachers enter in the grade book over the Internet. Changes or additions to student grades are available instantly for both parents and students. Teachers are expected to maintain the required number of grades complete with accurate due dates for viewing prior to each progress report / report card, and to communicate with parents about the weights for each type of grade entered. Teachers are expected to maintain a timely and accurate electronic grade book that is updated at least once a week. The login to Parent Grade Book Viewer is the same login used to complete online registration.

## Progress Reporting (Report Cards)

### Policy EIA (LOCAL)

Grade reports (report cards) shall be issued at the end of every six weeks grading period and shall be distributed by the teacher to the students at the time and manner arranged by the principal. Students should be enrolled at least 15 school days to receive a report card for a reporting period.

Campuses may have the ability to send report cards electronically or allow parents to access report cards electronically rather than send paper copies of the progress reports home. Contact the student's specific campus to determine if this is an available option.

## Relation to Essential Knowledge and Skills

### Policy EIA (LOCAL)

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

## Conduct Grades and Comments

Work Habits and conduct grades, based on classroom observation and judgment of teachers, carry no numerical significance. A student's academic grade average is based exclusively on scholastic achievement. The conduct grade is used to communicate the behavior, cooperation, promptness, and work/study habits of the student.

Conduct grades are reported as:

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

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

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

Personal Behavior:

Improvement needed in the following areas:

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

Academic and study habits comments:

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

### Grades and Eligibility for UIL Extracurricular Activities

Per TEC 33.081(c) students must maintain a grade of 70 or above in all classes in order to be able to participate in extracurricular activities. Students receiving a report card grade below “70” will remain ineligible for a minimum of three weeks, at which time the student regains eligibility if all progress report grades meet or exceed “70”.

Under TEC 33.081 (d-1) honors and advanced placement courses are not subject to the provisions of the “no pass, no play” rule. Students enrolled in such courses in Tyler ISD must maintain a grade of at least “60” in that course, while also meeting the eligibility requirements of “no pass, no play” in all other courses. A student can regain eligibility once a progress report shows a grade of 60 or higher in Algebra 1 PAP, Geometry PAP and Spanish PAP as well as a 70 or above in all other coursework. Under no circumstances will a student in Tyler ISD be eligible to participate in extracurricular activities with report card grade below 60 in any subject. This provision is not subject to appeal.

## GRADE BOOK GUIDELINES

Accurate and up-to-date on-line grade books will be kept by each teacher and updated at least once a week. So that realistic grade averages may be obtained, the minimum number of grades in the grade book will be five daily grades and one assessment grade prior to the progress report. For each six weeks grading period, there is a minimum requirement of 10 daily grades and three assessment grades. All grades shall reflect a measure of the student’s mastery of the state standards.

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

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

In grades 6-12, numerical scores shall be given to report progress to parents. When numeric scores are converted, the following scale is applicable:

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

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

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

### Grade Calculations for Middle School Report Cards

The Assessment and Daily Work categories will be weighted so that the average of the daily grades will comprise 60% of the six weeks grade and the average of the assessment grades will comprise 40% of the six weeks grade. Middle school courses taken for high school credit will follow the high school grading requirements. No single assignment may count for more than 25% of the overall average. Assessment grades lower than a 70% shall be retaught and reassessed, provided the student attends tutorials and retests outside the school day.

Middle school report card grades are determined by averaging the grades in the grade book each six weeks. To determine a semester average, the total of the first 3 or the last 3 six weeks' grades are totaled and divided by three. The final grade, calculated by adding the first and second semester grades and dividing by two (2), shall be used to award a passing score for middle school courses. The semester grade for a one semester course will stand as the final grade for that course. Semester exams are optional for middle school courses, and if given are included in the 3rd or 6th weeks grade average.

Example of middle school semester and final grade calculation:

First Six Weeks	95	
Second Six Weeks	85	253 divided by 3 = 84.333
Third Six Weeks	<u>73</u>	
	253	
First Semester	84	
Fourth Six Weeks	76	
Fifth Six Weeks	82	232 divided by 3 = 77.333
Sixth Six Weeks	<u>74</u>	
	232	
Second Semester	77	
First Semester	84	
Second Semester	<u>+77</u>	
	161	161 divided by 2 = 80.500 = Final Grade of 81

The computer will calculate averages to three decimal places (thousandths). Decimals greater than .499 will be rounded up. Decimals beginning with .499 and less will be dropped.

## Grade Calculations for High School Courses

For all PAP and AP courses, the Assessment and Daily Work categories will be weighted so that the average of the daily grades will comprise 40 % of the six weeks grade and the average of the assessment grades will comprise 60% of the six weeks grade. For all other courses, the average of the daily grade will comprise 50% of the six week grade and the average of the assessment grade will comprise 50% of the six week grade. No single grade may count for more than 20% of the overall grade. Assessment grades lower than a 70% should be retaught and reassessed.

Report card grades are determined by averaging the grades in the grade book each six weeks. To determine a semester average, the total of the 3 six weeks' grades are totaled and divided by three. The final grade, calculated by adding the first and second semester grades and dividing by two (2), shall be used to award a passing score for high school courses. The semester grade for a one semester course will stand as the final grade for that course. Semester exams are optional and determined by the campus principal. If given, the semester exams are included in the 3rd or 6th week's grade average.

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

## RETEACHING AND TUTORIAL SERVICES

### Reteaching

Reteaching is a sound instructional practice intended to ensure mastery of content. Reteaching occurs during the regularly allocated time for instruction in a particular subject or during tutorials scheduled for the subject area, and at such time as a student or students' mastery level falls below 70%. Following reteaching, concepts/skills may be retested/checked and recorded in the grade book. The assessment offered for retesting shall be significant enough to offer proof of mastery of course content objectives. Retesting may be done utilizing an alternative version of the originally administered assessment. In the event that a student fails following reteaching, the greater of the two grades is used. Students who fail when retested must be scheduled into tutorial sessions.

### Tutorials

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

## STUDENT ATTENDANCE

(See Parent and Student Handbook)

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences.

## STUDENT PROMOTION

### Local Criteria for Promotion, Retention and Grade Advancement

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

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

### Middle School Criteria for Promotion

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

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

### Special Education Students

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

### English Language Learners

English language learners are not to be denied promotion when mastery of the Texas Essential Knowledge and Skills has been demonstrated in their primary language.

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

### Policy EIE

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. Students in grades 5, or 8 must demonstrate proficiency by meeting the passing standard on the appropriate state-approved assessment instrument. A student who does not demonstrate proficiency may advance to the next grade only if the student's grade placement committee (GPC) determines by unanimous decision, in accordance with the standards for promotion established by the Board that the student is likely to perform at grade level at the end of the next year given additional accelerated instruction. A student does not have a property interest in promotion. The District is not precluded from retaining a student who performs satisfactorily on a grade advancement test.

### Grade Advancement Testing

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

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

### Required Assessment

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

### Unsatisfactory Performance on Student Success Initiative Assessment Instruments

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

### Notice to Parents of Performance and Accelerated Instruction

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

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

### Notice to Parents after Early Identification of At-Risk Students

The District shall provide early notice to parents or guardians of students identified in a preceding grade to be at risk of failure on the first administration of the test required for grade advancement the next year. The Superintendent shall establish the instruments/procedures to be used to make this determination; however, in the case of the students in grade 2, it must include the results of the reading inventory required by Education Code 28.006. This notice shall be provided before the end of the school year preceding the grade advancement requirements. 19 TAC 101.2009(b)

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

### Grade Placement Committee

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

### Parental Waiver

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

### Notice after Third Testing Opportunity

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

### Retention and Appeal

A student who fails to perform satisfactorily after at least three attempts on one of the grade advancement tests shall be retained at the same grade level for the next school year. The parent or

guardian may appeal the retention by submitting a request to the GPC within five working days of receipt of the retention notification. Education Code 28.0211(e); 19 TAC 101.2007(e) The GPC may not agree to promote a student unless a parent, guardian, or designee has appealed. 19 TAC 101.2007(b)(2)

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

### Transfer Students

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

### Limited English Proficient (LEP) Students

The language proficiency assessment committee (LPAC) shall determine appropriate assessment and acceleration options for a limited English proficient (LEP) student who is administered a grade advancement test in English or Spanish. The GPC for a LEP student shall make its decision in consultation with a member of the student's LPAC.

### Special Education Students

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

### Students with Dyslexia

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

### Transportation to Accelerated Instruction Programs

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

### Compensatory / Accelerated Instruction Program

#### POLICY EHBC (LOCAL)

Students at all grade levels who have been identified as being at risk of dropping out of school, who are not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment,

shall be provided accelerated and/or compensatory educational services based on needs assessment. The principal shall ensure that each identified student is receiving services.

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

## SUMMER SCHOOL

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

## REFERENCES

This manual includes material from legal statutes, State Board of Education rule, School Board Policy, and Administrative Regulation.

Citations include:

### **Texas Education Code, TEC**

State statutes adopted by the Texas Legislature

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

### **Texas Administrative Code, TAC**

Rules and regulations adopted by the State Board of Education

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

### **TISD Policy (LEGAL)**

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

<https://pol.tasb.org/Home/Index/1081>

### **TISD Policy (LOCAL)**

TISD Board adopted policies derived from legal references or from District initiated material.

<https://pol.tasb.org/Home/Index/1081>

Other useful publications that interpret district practice may be accessed at:

<https://www.tylerisd.org/domain/59>

### **Student Code of Conduct**

### **Parent and Student Handbook**

### **TISD Policy Online**