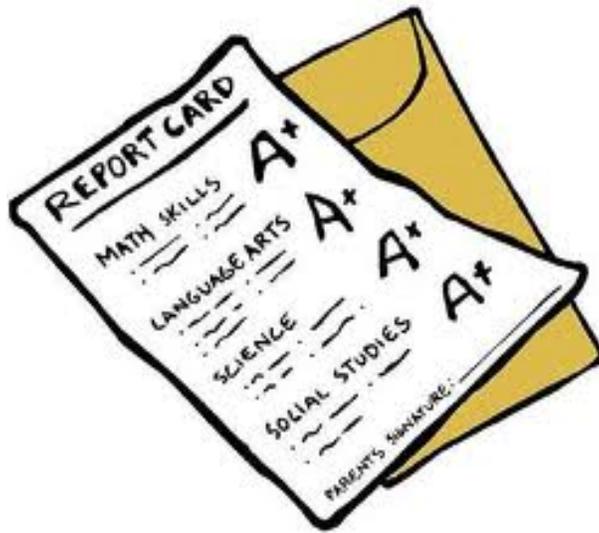


EVERMAN ISD
Parent & Student
Grading Handbook
Revised: July 30, 2020



One Goal...One Purpose...Student Success!!!

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EVERMAN INDEPENDENT SCHOOL DISTRICT

One Goal... One Purpose... Student Success!

Portrait of A... EVERMAN EDUCATOR

An Everman Educator is committed to excellence and has high expectations for all students. An Everman Educator is committed to developing students' skills that will allow them to access and succeed in their chosen pathways as a future adult. An Everman Educator is a lifelong learner and continually seeks out opportunities to increase student knowledge. An Everman Educator sees the families of the community as extension of one's own family, and readily engages in opportunities to strengthen those connections to facilitate student learning and success.

Caring and Nurturing

- Strives to know students as individuals to build positive relationships.
- Creates a safe and supportive learning environment that respects diverse experiences and perspectives.
- Teaches, models, and emphasizes the values of respect, integrity, and compassion.
- Uses a variety of strategies to meet the academic, emotional, and social needs of each student.

Effective Communicator

- Exhibits active and reflective listening.
- Conveys ideas and information in a positive and effective way with all stakeholders.
- Uses traditional and nontraditional methods of communication with all stakeholders.

Knowledgeable & Highly Skilled

- Possesses deep knowledge and understanding of their learning standards and curriculum.
- Participates in ongoing professional development and collaboration with other educators to continuously improve their skills in the art of teaching.
- Designs and implements innovative lessons that actively engage students in real-world learning experiences emphasizing problem solving and critical thinking.

Dedicated & Invested

- Committed to building positive relationships with students, families, faculty, and community.
- Encourages, motivates, and empowers students to achieve high goals.
- Goes above and beyond minimum expectations to ensure that student learning needs are met.

Evolving and Resourceful

- Utilizes and integrates current and evolving digital resources in innovative ways.
- Extends learning with global connections and collaboration.

Models Ethical Behavior

- Displays a high standard of morality, confidentiality, and professionalism.
- Teaches, models, and emphasizes values of respect, integrity, and compassion in all areas of responsibility

EVERMAN INDEPENDENT SCHOOL D/ISTRICK

One Goal... One Purpose... Student Success!

Portrait of a.... EVERMAN GRADUATE

The portrait of a graduate presents a set of high expectations that reflects Everman Independent School District's commitment to excellence, prekindergarten through graduation. It serves as a guide for creating a set of competencies in each curricular area and maintaining a coherent and dynamic curriculum.

Critical Thinker Problem-Solver

- Possesses the academic knowledge in all subjects necessary for problem solving, communicating, and reasoning on a personal, professional, and global level.
- Accurately defines problems, assess current situations, and identify desired outcomes.

Technologically Literate

- Is able to ethically and effectively use technology as a tool to evaluate information, accomplish tasks, and create products.
- Demonstrates proficiency in technology skills relevant to individual requirements.
- Demonstrates appropriate use of electronic resources such as personal blogs, Internet, and e-mail to ensure personal safety and proper etiquette.

Effective Communicator

- Reads proficiently from a variety of sources for knowledge and enjoyment.
- Exchanges ideas and information by writing and speaking correctly, effectively, and fluently for a variety of audiences and purposes.
- Employs a variety of resources to acquire personally and professionally relevant information.
- Demonstrates interpersonal skills through critical listening, collaboration, and teamwork.

Collaborative Team Member

- Works successfully and collaboratively with team members including those with different beliefs, interests, and backgrounds.
- Demonstrates leadership attributes and is able to motivate others.
- Develops positive relationships.
- Appreciates cultural and linguistic diversity.

Individually and Socially Responsible

- Accepts responsibility for his/her own actions.
- Understands and demonstrates interest in the global nature of many current social problems and their impact on various human communities.
- Values an individual's rights and responsibilities both as a citizen of the United States and as a member of a global community and participates in the democratic process.

Everman ISD Grading Guidelines [EIE Local adopted 2-23-12]

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 grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

Mission of the District

"Everman ISD, in partnership with parents and the community, will provide innovative instructional programs for students to inspire a passion for lifelong learning, to develop responsibility and character, and to achieve academic excellence and college readiness enabling them to compete in an ever-changing global community."

District Beliefs

- Everman ISD manifests unity of vision and mission with goals for academic achievement.
- Educators hold high expectations for all students to achieve through academic and behavioral support.
- Everman ISD's culture of success depends on personal responsibility and accountability.
- Continuous improvement occurs through sustained professional learning, collaboration among all stakeholders and ongoing leadership development.
- The District appreciates and embraces diversity and the resulting contributions to local and global communities.
- The district actively encourages participation from all stakeholders.

Responsibilities

Students are expected to:

- Complete assigned work on time and return it to the teacher.
- Communicate with the teacher when the student does not understand the material or is in need of help.
- Maintain academic honesty.

Parents are expected to:

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

Teachers are expected to:

- Plan and provide daily instruction.
- Monitor students' mastery of the curriculum.
- Communicate progress through on-line grade book, progress reports, report cards, and other communication as appropriate.
- Provide additional instructional support for students who are failing or in danger of failing.
- Provide tutoring for students who are failing or in danger of failing.
- Provide differentiated instruction to ensure the appropriate level of instruction for all students.

Progress Reports

The District requires at least once every three weeks electronic/written notice to be given to a parent if a student's performance in a foundation curriculum subject [see EHAA] is consistently unsatisfactory, as determined by the District. This notice requires parents to sign and return the document to the District. The electronic schedule is sent out to all personnel and posted on the EISD website.

Communication to Students and Parents of Redo Policy

Campus grade level teachers and or departments will communicate their **Redo** policy at the beginning of the school year to parents and students. Secondary campuses will also send communication again at the beginning of the second semester. Parents are required to sign and return receipt of information form.

Timeline for Posting Grades Gradebook/Skyward Family Access

Best practice is to give feedback to students as soon as possible. The following timeline is a maximum number of days for a teacher to post grades so that the Family Access Portal for student/parent viewing is occurring in a timely manner. Exceptions are made for assignments that include a written component which would require additional grading time from a teacher. Such assignments may include but are not limited to research papers, written compositions, data-based inquiries, etc. In such an exception, **teachers will communicate to parents and students an intended timeline for grade posting.**

Teachers must post grades into SKYWARD **no later than 5 school days** from the day the assignment(s) were completed or turned in, with the exception of major projects or essays which must be posted no later than 10 school days.

Grades 1-5 Minimum Number of Grades [3 weeks, 6 weeks]

- Teachers will record at least 2 grades per week in reading & math. In a six weeks period, a student should have 12 or more grades recorded in reading & math.
- All other subjects will have a minimum of 1 grade entered each week. In a six-week period, a minimum of 6 grades must be recorded for students.
- At the three-week grading interval, students should have received half of the number of grades required for a six weeks period.

Grades 6-8 & High School Minimum Number of Grades [3 weeks, 6 weeks]

- Teachers will record at least 2 grades per week in core subjects. In a six weeks period, a student should have 12 or more grades recorded in the core subjects.
- All other subjects will have a minimum of 1 grade entered each week. In a six-week period, a minimum of 6 grades must be recorded for students.
- At the three-week grading interval, students should have received half of the number of grades required for a six weeks period.

"I"-Incomplete Given as Grade at the End of a Six Weeks

- Elementary-Junior High (grades 1-8)-incompletes are recorded if student entered without any grades from previous district.
- High School Campus- students may receive **[I]** Incomplete only for extenuating circumstances [example: severe medical problem, missing grades from previous district].

Conduct

The district does not impose a grade penalty for student work as a result of student of student misconduct, with the exception of academic dishonesty. **Citizenship Grades are recorded as: E-Excellent, S-Satisfactory, N-Needs Improvement, or U-Unsatisfactory.**

Converting Letter Grades to Number Grades:

Letter Grade	Letter Grade	Number Grade Conversion
E	A	95
S	B	85
N	C	75
U	F	65

All subject grades are numerical never letter grades:

Recording Multiple Grades

on an assignment or project may generate multiple grades if different portions are being graded to reflect mastery of different TEKS, standards, objectives, or established goals. One product, assignment, or project can be recorded in more than one subject area if it assesses student mastery of TEKS, standards, objectives, or established goals in more than one subject.

Transfer of student grades from like subject area. Applicable to secondary campuses. Example: student enrolled in AP US History and transfers to regular US History course. Grades would transfer for like content areas.

Transfer Grades

When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District if similar or equivalent courses are offered to the same class of students in the District.

Conversion of letter grades to numerical grades for students transferring into the District may be found in the EISD Grading Guidelines. Grades earned in non-accredited schools shall be handled in accordance with FD (LOCAL).

Grading Changes [EIA Legal Education Code 28.0214]

An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the District grading policy applicable to the grade, as determined by the Board. *A determination by the Board is not subject to appeal.*

Semester Exams

- **Elementary Campuses** –do not administer semester exams are not administered.
- **Junior High/High School**-for classes that do not administer a semester exam teacher are to enter an **E** in the column for semester exam.
- **Junior High/High School**-semester exam grades range from 0-100

Grading Requirements for English Learner (EL) Students

In Elementary School, EL students receive English language acquisition support in one of two ways; through participation in EISD's two-way dual language program or ESL (English as a Second Language) education.

Since language acquisition research (Collier & Thomas, 2002) has consistently shown that students that have a strong foundation in their native language (L1) more readily transfer content knowledge into their second language (L2), teachers are encouraged to take into consideration that language acquisition is a developmental process. Furthermore, LPAC guidelines require that instruction be sheltered and that interventions be documented for

students in this program when assigning grades. For further guidance, please refer to the following as stated in the Everman ISD grading guidelines:

According to TEC 89: “(e) Except in the courses specified in subsection (f) of this section, second language acquisition methods, which may involve the use of the students' primary language, may be provided in any of the courses or electives required for promotion or graduation to assist the English learners to master the essential knowledge and skills for the required subject(s). The use of second language acquisition methods shall not impede the awarding of credit toward meeting promotion or graduation requirements.”

Therefore, in EISD, students receiving Bilingual or ESL services should be closely monitored for success when academic progress is not occurring, and language is the factor. Teachers should exhaust every possible strategy to ensure successful language acquisition and student learning.

Teachers may also select the report comment for “modified on grade level” to add emphasis to the work that is being modified to meet the student’s language needs. Grades should reflect student progress.

Grading Requirements for English Learner (EL) Students in Two-Way Dual Language Program [Grades 1-5]:

Teachers must adhere to the Everman ISD grading guidelines regarding minimum number of grades. The grade distribution is as follows:

Reading	L1		L2		Language Arts & Spelling	L1		L2	
	%	# of Grades	%	# of Grades		%	# of Grades	%	# of Grades
1 st Grade	100%	12	0	0	1 st Grade	100%	6	0	0
2 nd Grade	80%	9	20%	3	2 nd Grade	80%	5	20%	1
3 rd Grade	70%	8	30%	4	3 rd Grade	70%	4	30%	2
4 th Grade	60%	7	40%	5	4 th Grade	60%	4	40%	2
5 th Grade	50%	6	50%	6	5 th Grade	50%	3	50%	3

Grading Requirements for English Proficient (EP) Students Participating in Two-Way Dual Language Instruction

EISD’s Two-Way Dual Language Program gives English proficient students the opportunity to acquire Spanish speaking and literacy skills.

For EP, or non-EL students, Two-Way Dual Language, serves as an enrichment program, with development of English literacy being the priority. Therefore, assignments that are graded for Gradebook/report card purposes are only those assignments completed in English.

However, in order for teachers to gauge progress in Spanish acquisition, all assignments completed in Spanish will be graded, and saved in a designated file in the student’s home-room classroom. These assignments will be used to prepare a Spanish language progress report which will be completed and shared with parents in December and May of the school year.

Grading Requirements for English Proficient (EP) Students in the Two-Way Dual Language Program [Grades 1-5]: Teachers must adhere to the Everman ISD grading guidelines regarding minimum number of grades. The grade distribution is as follows:

Reading	L1		L2		Language Arts & Spelling	L1		L2	
1st Grade	100%	12	0	0	1st Grade	100%	12	0	0
2nd Grade	100%	12	0	0	2nd Grade	100%	12	0	0
3rd Grade	100%	12	0	0	3rd Grade	100%	12	0	0
4th Grade	100%	12	0	0	4th Grade	100%	12	0	0
5th Grade	100%	12	0	0	5th Grade	100%	12	0	0

Classification of Students

Changes in grade-level classification shall be made at the beginning of the fall semester and may be made again at the beginning of the spring semester.

High school students shall be classified annually on the basis of earned credits and course completion, as follows:

Grade level	Credits Earned
9 th	0-5.5
10 th	6-12.5
11 th	13-18.5
12 th	19 or more

Weighted Grade System

The following provisions shall apply to students who enter grade 9 in the 2014-2015 school year. The District shall categorize and weight eligible courses as Level One-Level Three in accordance with the provisions of this policy.

Grade	Level I	Level II	Level III
97 and above	4.0	4.5	5.0
94-96	3.8	4.3	4.8
91-93	3.6	4.1	4.6
87-90	3.4	3.9	4.4
84-86	3.2	3.7	4.2
81-83	3.0	3.5	4.0
77-80	2.8	3.3	3.8
74-76	2.6	3.1	3.6
71-73	2.4	2.9	3.4
70	2.0	2.5	3.0
69 or below	0	0	0

Level One Courses-Regular Classes
Level Two Courses, Pre-AP
Level Three Courses, AP/Dual Credit

Local Graduation Honors

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

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

For the purpose of reporting class rank to colleges/universities, the District shall include grades from all semesters completed at the time of the request.

Valedictorian and Salutatorian

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

1. Have been continuously enrolled in a District high school for the two full school years immediately preceding graduation;
2. Be enrolled in a minimum of five classes; and
3. Be graduating after exactly eight semesters of enrollment in high school.
4. Have completed the foundation program with the distinguished Level of achievement

Breaking Ties

In case of a tie in weighted GPAs after calculation to the thousandths place, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

1. Compare SAT composite scores if the SAT was taken by all students involved in the tie.
2. Calculate the highest number of documented school leadership positions and the number of documented volunteer hours.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

Early Graduates

No student opting for earlier graduation shall be eligible to receive the title of valedictorian, salutatorian, or honor graduate. However, such students shall be recognized at graduation.

Calculation

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

Beginning with students who enter grade 9 in the 2013–14 school year, the District shall include in the calculation of class rank grades earned in eligible Advanced Placement (AP) courses taken prior to grade 9.

Class Ranking (LOCAL) EIC

To be eligible for recognition as an honor graduate, a student shall be enrolled in a minimum of five classes. Seven semesters shall be used in calculating the class ranking of students who will be designated as valedictorian, salutatorian, and honor graduates. For the purpose of determining honor graduates, summer school course grades shall not be weighted.

Reporting Class Ranking

For the purpose of reporting class rankings to colleges/universities, all semesters completed at the time of the request shall be included, and the District's weighted class system shall be used to determine honor graduates.

For the purpose of applications 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. [See EIC (LEGAL)] STUDENTS ENTERING.

Exclusions

The calculation of class rank shall exclude grades earned in or by an assigned remediation or tutoring course; a local credit course; a course for which a pass/fail grade is assigned; credit by examination, with or without prior instruction; any dual credit course taken prior to the first semester of a student's junior year; and summer school, unless the summer school course is a dual credit course taken through a college with which the District has a partnership agreement.

In addition, the calculation of class rank shall exclude grades earned through distance learning courses, Texas Virtual School Network (TxVSN) courses, and dual credit courses taken through a college with which the District does not have a partnership agreement.

Latin Honors

Local class rank Latin honors at each District high school shall be 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

UIL Suspension

A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the District or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than a course described below as EXEMPT COURSES. A suspension continues for at least three school weeks and it is not removed during the school year until the conditions of REINSTATEMENT, described below, are met.

A suspension shall not last beyond the end of a school year. "Grade evaluation period" means:

1. The six-week grade reporting period; or
2. The first six weeks of a semester and each grade reporting period thereafter, in the case of a district with a grade reporting period longer than six weeks.

Exempt Courses

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

- All College Board Advanced Placement courses and International Baccalaureate courses in all disciplines;
- English language arts: high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)";
- Languages other than English: high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)" and languages other than English courses Levels IV–VII;
- Mathematics: high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)" and Pre-calculus;
- Science: high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)"; and
- Social Studies: Social Studies Advanced Studies, Economics Advanced Studies, and high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One).

Academic Dishonesty [EIA Local]

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

Awards & Honors [Elementary K-8]

Annual Academic Honors

Criteria- Receipt of 90 or above for the entire year [final grade average] in each of the following subjects: language, reading, spelling, math, social studies, science, and health.

Academic Honor Roll-Six Week

Criteria "A" Honor Roll-receipt of 90 or above on the six weeks report card in each of the following subjects: language, reading, spelling, math, social studies, science, and health.

Criteria "B" Honor Roll- receipt of 80 or above on the six weeks report card in each of the following subjects: language, reading, spelling, math, social studies, science, and health.

Annual Citizenship Award

Criteria-Receipt of "E" in citizenship in the student's homeroom and no less than "S" in physical education and music for all six weeks grading periods. **Award Recognition-** certificate.

Six Weeks Citizenship Award

Criteria-Receipt of an "E" in citizenship in each subject except physical education and music during the grading period.

High School Awards Recognitions

A onetime award of i.e. a letter jacket, may be given to a student during that student's high school enrollment. The year that the award is given, that student may not receive another gift for the same activity, but may receive additional awards, i.e. medals, trophies, certificates, patches, etc., for participating in any extracurricular or co-curricular activity, not to exceed \$20.00. Everman ISD follows award distribution guidelines based on The Constitution and Contest Rules published by the University Interscholastic League (UIL)-A division of The University of Texas at Austin.

Attendance for Credit [FEC Local Update 103, issued 10/12/15]

This policy shall apply to a student who has not been in attendance 90 percent of the days the class is offered.

Methods for Regaining Credit or Awarding a Final Grade

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

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit by submitting a written petition to the appropriate attendance committee. Petitions for credit may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

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

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

Personal Illness

When a student's absence for personal illness exceeds five consecutive days, the principal or attendance committee may require that the student shall present a statement from a physician or health clinic verifying the illness or condition that caused the student's extended absence from school as a condition of classifying the absence as one for which there. If the student has established a questionable pattern of absences, the attendance committee may also require a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.

ATTENDANCE For CREDIT: [FEC LOCAL]

The attendance committee shall adhere to the following guidelines to determine attendance for credit:

1. All absences shall be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for religious holy days, required court appearances, and health care appointments shall be considered days of attendance for this purpose. [See FEB]
2. A transfer or migrant student incurs absences only after his or her enrollment in the District.
3. In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student.

4. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision.
5. The committee shall consider the acceptability and authenticity of documented reasons for the student's absences.
6. The committee shall consider whether the absences were for reasons out of the student's or parent's control.
7. The committee shall consider whether or not the student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
8. The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit.

The committee may impose any of the following conditions for receiving credit lost because of excessive absences:

1. Completing additional assignments, as specified by the committee or teacher.
2. Satisfying time-on-task requirements before and/or after school.
3. Attending tutorial sessions as scheduled.
4. Attending Saturday classes.
5. Maintaining the attendance standards for the rest of the semester.
6. Taking an examination to earn credit. In all cases, the student must also earn a passing grade in order to receive credit. A parent or student may appeal the decision of the attendance committee in accordance with FNG (LOCAL).

Student Absences and Makeup of Assignments/Tests [EIAB Local]

- Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time.
- Students shall be permitted to take tests administered in any class missed because of absence.
- For any class missed, the teacher may assign the student make-up 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 requirement
- Students shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.
- Teachers may assign a late 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 District shall not impose a grade penalty for make-up work after an unexcused absence.
- The District shall not impose a grade penalty for make-up work after an absence because of suspension.

Extra-Curricular Absences

The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year a maximum of ten extracurricular absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition.

Credit Recovery

Credit Recovery is a computer-based intervention designed to help Everman High School students retrieve academic credit lost as a result of a failing grades or lack of attendance.

Student Expectations:

Regular attendance is mandatory. Students must report on time and are expected to follow all school rules. Poor attendance, excessive tardies, and failure to comply with school rules will be grounds for dismissal from credit recovery.

Successful Completion of Credit Recovery Courses:

Students must complete all computer-based lessons and achieve a minimum of 70% on their final credit recovery assessment to earn academic credit. If a student is retrieving credit for a class that they previously failed during direct classroom instruction they will receive a 70 on their academic record once they successfully complete the class in credit recovery. If a student is retrieving credit lost due to lack of attendance their academic record will be updated and reflect the grade previously earned during direct classroom instruction once they successfully complete the class in credit recovery.

Accelerated Credit

Accelerated Credit is a computer-based intervention that allows students to earn academic credit for a class in which they have not previously received direct classroom instruction. Sessions will be scheduled in conjunction with credit recovery. See the counseling office for details.

Regular attendance is mandatory. Students must report on time and are expected to follow all school rules. Poor attendance, excessive tardies, and failure to comply with school rules will be grounds for dismissal from participation in accelerated credit.

Successful Completion of Accelerated Credit Courses:

Students must complete all computer-based lessons and achieve a minimum of **80%** on their final assessment to earn academic credit. A grade of "passing" will be reflected on a student's academic record for courses successfully completed in accelerated credit. Credits earned during accelerated credit will not be included in a student's grade point average.

❖ **Student still has to pass required EOC exams to meet graduation requirements**

Kindergarten Acceleration

The Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

1. Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.
2. Recommendation of the kindergarten or preschool the student has attended.
3. Chronological age and observed social and emotional development of the student.
4. Other criteria deemed appropriate by the principal and Superintendent

ALTERNATIVE METHODS FOR EARNING CREDIT EHDB CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION (LOCAL) DATE ISSUED: 5/8/2017 ADOPTED: 1 of 1 UPDATE 108 EHDB (LOCAL)-A

The principal or designee or the attendance committee, as applicable, shall have authority to offer a student the opportunity to demonstrate mastery in a subject or to earn course credit by examination when the student has had prior instruction in a subject and when:

1. The student is enrolling in the District from a non-accredited school [see FD].
2. The student has failed a subject or course; or
3. The student has earned a passing grade in a subject or course but has failed to earn credit because of excessive absences [see FEC]. The Board-approved examinations shall assess the student's mastery of the essential knowledge and skills and shall be administered according to established District procedures. Prior to offering a student an opportunity to demonstrate mastery or earn credit by this method, an appropriate District employee shall review the students' educational records to determine whether the student has had prior instruction in the subject or course.

ALTERNATIVE METHODS FOR EARNING CREDIT EHDB CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION UPDATE 100 7/23/2014 EHDB (LEGAL)-P

In accordance with local policy, a student in any of grades 6–12 may be given credit for an academic subject in which he or she had some prior instruction if the student scores 70 percent on a criterion-referenced test approved by the board for the applicable course. 19 TAC 74.24(c)(12)

ALTERNATIVE METHODS FOR EARNING CREDIT EHDC CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION (LOCAL) DATE ISSUED: 3/18/2014 ADOPTED: 1 of 1 UPDATE 99 EHDC (LOCAL)-A

If a student in grades 1–12 wishes to accelerate to the next grade level or earn course credit without having received prior instruction in the grade level or course, the District shall offer opportunities in accordance with state law and State Board rules for the student to take a Board-approved examination for this purpose.

Native Speakers of Spanish or Native Speakers of Additional Languages Other Than English (LOTE)

Native speakers of Spanish or native speakers of additional Languages Other Than English (LOTE) may receive course credit for lower level language courses when the student successfully completes the upper level course and successfully passes the criterion referenced exam with 70 percent or above.

This is possible in LOTE because the TEKS are similar from level to level with proficiency being the only difference. A student, who successfully completes a level 3 intermediate proficiency course, automatically completes the novice level proficiency as the intermediate proficiency subsumes the novice level.

Alternate Method for Earning Credit College Course Work/Dual Credit

Partnership Program

Eligible student may enroll in a partnership program with a Texas college or university in accordance with an agreement between the District and the college or university.

The District shall award credit toward high school graduation in accordance with the agreement between the District and the college or university

Other College Level Courses

The District may award a student credit for completing a college-level course at an accredited college or university that is not in a partnership program with the District. Award of credit shall be based on administrator approval in accordance with District guidelines.

Retention & Promotion (EIE Local) Curriculum Mastery

Promotion, grade-level advancement, and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be coordinated with compensatory/accelerated services. [See EHBC]

Mastery shall be determined as follows:

Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.

Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

SB 2033

A classroom teacher must assign a grade that reflects the student's relative mastery of an assignment.

A classroom teacher is not required to assign a minimum grade for an assignment without regard to the student's quality of work

Kindergarten

Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or six-week assessments or may be administered separately. Mastery of at least 70 percent of the objective shall be required for promotion.

Grades 1-8

In grades 1-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100. This will be based upon course level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: **language arts, mathematics, science, and social studies.**

Grades 9-12

Students are required to master at least 70 percent of the objectives on District-approved tests. Grade-level advancement for students in grades 9-12 shall be earned by course credits. [See EI]

Students with Disabilities

Promotion standards, as established by the individual education plan (IEP), or grade-level classification of students eligible for special education, shall be determined by the ARD committee.

Limited English Proficient Students

In assessing students of limited English proficiency for mastery of the essential knowledge and skills, the District shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways:

1. Assessment in the primary language.
2. Assessment using ESL methodologies.
3. Assessment with multiple varied instruments. [See EHBE]

Retaining of Students

The District recognizes and agrees with the large body of research that identifies the ineffectiveness of retention as a strategy for helping students be successful in school and life. However, the District also recognizes and agrees that the concept of social promotion or advancing a student without the proper skills can be equally devastating to a student's success in school and life. Therefore, it is the policy of the District to do everything possible to reduce and eventually eliminate the retention of students. This reduction and eventual elimination, however, is to be accomplished through a wide variety of support programs and services such as Title I, extended year programming, and counseling.

The District will provide for the placement of retained students in an age-appropriate learning environment. In accordance with local grade configurations for elementary, middle and high school campuses, the District may recommend, in special circumstances, that a retained student should be placed on the next grade level *or* campus, even though not yet promoted to the grade of that campus. *19 TAC 101.2019(b)*

Placement recommendations must be approved by the Chief of Assessment & Accountability or by the Chief of either Elementary or Secondary Education. Upon enrollment, student records should be reviewed thoroughly for any special circumstances.

Mandatory Intervention

Mandatory intervention shall be required during the following year if a student does not meet promotion standards at the end of the spring semester. Potential intervention may include, but shall not be limited to:

- Small group instruction (30–45 minutes) with progress monitoring.
- One-on-one tutorials.
- Use of varied texts and supplementary materials.
- Multiple and flexible grouping activities for differentiated instruction.
- Use of technology to allow students to access and manipulate content in multiple ways.
- Opportunities for students to respond to assignment in a variety of ways.
- Instructional assignments broken down into smaller chunks to focus on mastery.
- Additional assignments that address student needs based on data for more time on tasks.
- Double-blocked class for extensive instruction.
- State-mandated assessment preparation during or after school.
- Peer tutoring.
- Mentors assigned to students.
- Computer-based instruction on campus.

Retention Decision Making [K-5]-Guidelines and Procedures

1. At the first of March, teachers should meet with their principal to discuss students that may possibly be retained.
2. **Kindergarten** students **may not** be retained without parental consent.
3. Teachers should provide a documented clear picture of why a student should be retained. Teachers are to have an in-person conference with parents to discuss retention.
4. Teachers should have documentation supporting that parents have been informed of their child's progress or lack of progress [progress reports, phone contacts, conferences, etc.].

5. The use of designated district assessments. **Example: IStation** scores, CBA tests, benchmark assessments, and grade level work should be used to provide a picture of the student's academic performance for parents.
6. Coordinator Bilingual/Dual Language and or the Chief of Elementary/Secondary Education shall be consulted when making decisions regarding the retention of a Bilingual/ESL student.
7. The Director of Special Education should be consulted for decisions regarding the retention of special education students that have unique circumstances.
8. The campus Attendance Committee reviews information on students who enrolled with missing grades for the six weeks or who were not enrolled in school for one or more six weeks. The Attendance Committee makes the decision regarding promotion or retention by reviewing the students' academic history for the time they are enrolled in EISD. If attendance was the issue the committee can recommend summer school for the purpose of meeting the 90% attendance law as required by state and local policy.
9. If a student is being retained, a letter on official letterhead stating so is placed in the student's permanent record file. The letter must be signed and dated by administrator and where applicable by parents as well.

Retention Decision Making [6-8]-Guidelines and Procedures

1. At the first of March, teachers should meet with their principal to discuss students that may possibly be retained.
2. Teachers should provide a documented clear picture of why a student should be retained. Teachers are to have an in-person conference with parents to discuss retention.
3. Teachers should have documentation supporting that parents have been informed of their child's progress or lack of progress [progress reports, phone contacts, conferences, etc.].
4. The Coordinator of Bilingual/Dual Language and or the Chief of Elementary/Secondary Education shall be consulted when making decisions regarding the retention of a Bilingual/ESL student.
5. The Director of Special Education should be consulted for decisions regarding the retention of special education students that have unique circumstances.
6. The campus Attendance Committee reviews information on students who enrolled with missing grades for the six weeks or who were not enrolled in school for one or more six weeks. The Attendance Committee makes the decision regarding promotion or retention by reviewing the students' academic history for the time they are enrolled in EISD. If attendance was the issue the committee can recommend summer school for the purpose of meeting the 90% attendance law as required by state and local policy.
7. If a student is being retained, a letter on official letterhead stating so is placed in the student's permanent record file. The letter must be signed and dated by the campus administrator and where applicable by parents as well.

High School Promotion

Students are not retained in high school. Students are awarded credit that determines classification as a freshman, sophomore, junior or senior.

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. *Education Code 28.021(a)* [See EI] In addition to local policy relating to grade advancement, students in grades 5 and 8 must demonstrate grade level proficiency by meeting the passing standard on the appropriate assessment instrument listed at GRADE ADVANCEMENT TESTING or on a state-approved alternate assessment.

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. *19 TAC 101.2001(b)*

The District is not precluded from retaining, in accordance with state law or Board policy, a student who performs satisfactorily on a grade advancement test. *Education Code 28.0211(g)*

Students, who have been retained in Grade 8, in accordance with the grade advancement testing requirements, may earn course credit for high school graduation during the next school year in subject areas other than the required courses or in the subject area which caused the student to be retained. *19 TAC 101.2019(a)*

High School Mandatory Interventions

Mandatory intervention shall be required during the following year if a student does not meet promotion standards at the end of the spring semester. Potential intervention may include, but shall not be limited to:

- Small group instruction (30–45 minutes) with progress monitoring.
- One-on-one tutorials.
- Use of varied texts and supplementary materials.
- Multiple and flexible grouping activities for differentiated instruction.
- Use of technology to allow students to access and manipulate content in multiple ways.
- Opportunities for students to respond to assignment in a variety of ways.
- Instructional assignments broken down into smaller chunks to focus on mastery.
- Additional assignments that address student needs based on data for more time on tasks.
- Double-blocked class for extensive instruction.
- State-mandated assessment preparation during or after school.
- Peer tutoring. Mentors assigned to students.
- Computer-based instruction on campus.