One Goal… One Purpose… Student Success!
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updates &amp; Reminders</td>
<td>4</td>
</tr>
<tr>
<td>Progress Reports &amp; Report Card Posting Information</td>
<td>5</td>
</tr>
<tr>
<td>Portrait of a Everman Educator</td>
<td>6</td>
</tr>
<tr>
<td>Portrait of a Everman Graduate</td>
<td>7</td>
</tr>
<tr>
<td>Mission Statement/ District Beliefs</td>
<td>8</td>
</tr>
<tr>
<td>Responsibilities of Students, Parents, and Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Everman ISD Grading Guidelines</td>
<td>9</td>
</tr>
<tr>
<td>Redo Policy &amp; Communication to Parents/Students</td>
<td>9</td>
</tr>
<tr>
<td>Relation to Essential Knowledge &amp; Skills</td>
<td>9</td>
</tr>
<tr>
<td>Academic Dishonesty</td>
<td>9</td>
</tr>
<tr>
<td>Attendance 90% Rule</td>
<td>10</td>
</tr>
<tr>
<td>Attendance Committees Parental Notice</td>
<td>10</td>
</tr>
<tr>
<td>Student Absences and Makeup of Assessments/Tests</td>
<td>11</td>
</tr>
<tr>
<td>Progress Reports</td>
<td>11</td>
</tr>
<tr>
<td>Awards and Honors K-8</td>
<td>12</td>
</tr>
<tr>
<td>High School Awards Recognitions</td>
<td>12</td>
</tr>
<tr>
<td>Report Card Grades</td>
<td>12</td>
</tr>
<tr>
<td>No Minimum Grades Standard</td>
<td>13</td>
</tr>
<tr>
<td>Elementary (1-4) GT (Y.E.S. Program) Grades</td>
<td>13</td>
</tr>
<tr>
<td>Minimum Number of Grades Posted by [3/6 weeks]</td>
<td>13</td>
</tr>
<tr>
<td>Incomplete Given as Grade at the End of Six Weeks</td>
<td>13</td>
</tr>
<tr>
<td>Timeline for Posting Grades in Gradebook/Family Access</td>
<td>13</td>
</tr>
<tr>
<td>Semester Exams</td>
<td>13</td>
</tr>
<tr>
<td>Grading Changes/ Transfer Grades</td>
<td>14</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Grade Calculation for Special Circumstance Enrollees</td>
<td>14</td>
</tr>
<tr>
<td>Grade Reporting Procedures for Long-Term</td>
<td>14</td>
</tr>
<tr>
<td>Grading Considerations for Bilingual/ELL Students</td>
<td>15</td>
</tr>
<tr>
<td>Grading Guidelines for Dual Language Grades 2-5</td>
<td>15</td>
</tr>
<tr>
<td>Homework</td>
<td>15</td>
</tr>
<tr>
<td>Retention and Promotion [Curriculum Mastery]</td>
<td>16</td>
</tr>
<tr>
<td>Retaining of Students</td>
<td>17</td>
</tr>
<tr>
<td>Mandatory Interventions</td>
<td>17</td>
</tr>
<tr>
<td>Retention Decision Making Guidelines [K-8]</td>
<td>18</td>
</tr>
<tr>
<td>High School Promotion</td>
<td>19</td>
</tr>
<tr>
<td>High School Mandatory Interventions</td>
<td>19</td>
</tr>
<tr>
<td>Credit Recovery/Accelerate Credit/TxVSN Courses</td>
<td>20-21</td>
</tr>
<tr>
<td>Kindergarten Acceleration/Grade Advancement by Testing</td>
<td>22</td>
</tr>
<tr>
<td>Credit by Exam/Earning Credit College Course Work/Dual Credit</td>
<td>23-24</td>
</tr>
<tr>
<td>Grade Point System for Student entering 9th Grade in the (2014-2015) School Year [Level 1-3 courses]</td>
<td>25</td>
</tr>
<tr>
<td>Grade Point System for Student entering 9th Grade (2012-2013) School Year</td>
<td>26</td>
</tr>
<tr>
<td>Local Graduation Honors</td>
<td>26</td>
</tr>
<tr>
<td>Valedictorian &amp; Salutatorian Calculations [Breaking Ties/Honor Graduates/Early Graduates]</td>
<td>27</td>
</tr>
<tr>
<td>Reporting Class Rank/ Exclusions/Latin Honors</td>
<td>28</td>
</tr>
<tr>
<td>Students Entering the 9th Grade 2008–09 &amp; 2011-2012</td>
<td>29</td>
</tr>
<tr>
<td>Classification of Students</td>
<td>30</td>
</tr>
<tr>
<td>School Week/UIL Suspensions/Exempt Courses</td>
<td>30</td>
</tr>
<tr>
<td>Review of Transcripts from Other Countries</td>
<td>31-34</td>
</tr>
<tr>
<td>EOY Teacher Verification of Final Grades Submission</td>
<td>35</td>
</tr>
</tbody>
</table>
Updated or New Information

Pg. 5-Grade Entry Due Dates

Pg. 7-8 Communication home to parents regarding redo policy/grading

Pg. 9-Requirement for Teachers to Keep an Electronic Gradebook

Pg. 13-Minimum Number of Grades

Pg. 13-Timeline for Posting Grades

Pg. 14- Grade Calculation for Special Circumstance Enrollees

Pg. 14-Grades Reporting Procedures for Long Term Substitutes

Pg. 14-Elementary (1-4) GT (Y.E.S. Program) Grades

Pg. 35-EOY Teacher Grade Verification Form

Pg. 31-34-Procedures for Evaluating Transcripts from a Foreign Country
Schedule for Progress Report & Report Card Grades Submission [revised 9-14-17]

**Progress Reports**

**Special Note: Junior High/High School** - progress reports grades have to be in by 2:00 pm to meet reporting student eligibility for UIL requirements at the 3 week mark.

<table>
<thead>
<tr>
<th>Six Week</th>
<th>Progress Report Grades [Secondary grades entered by 2:00 p.m.]</th>
<th>Progress Reports Posted to Family Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Six Weeks</td>
<td>Friday, September 8</td>
<td>Monday, September 11</td>
</tr>
<tr>
<td>2nd Six Weeks</td>
<td>Monday, October 23</td>
<td>Tuesday, October 24</td>
</tr>
<tr>
<td>3rd Six Weeks</td>
<td>Friday, December 1</td>
<td>Monday, December 4</td>
</tr>
<tr>
<td>4th Six weeks</td>
<td>Monday, January 29</td>
<td>Tuesday, January 30</td>
</tr>
<tr>
<td>5th Six Weeks</td>
<td>Friday, March 9</td>
<td>Monday, March 19</td>
</tr>
<tr>
<td>6th Six Weeks</td>
<td>Friday, April 27</td>
<td>Monday, April 30</td>
</tr>
</tbody>
</table>

**Report Cards Grades Schedule [All Campuses]**

*Note: Report cards will not be printed in mass. Report cards will be printed at parent request by the home campus.*

<table>
<thead>
<tr>
<th>Six weeks</th>
<th>Grades Posting Window [All Campuses]</th>
<th>All Campuses [Official Grades Post to Family Access]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Six Weeks</td>
<td>September 27 – October 2nd</td>
<td>Thursday, October 5</td>
</tr>
<tr>
<td>2nd Six Weeks</td>
<td>November 1-7</td>
<td>Friday, November 10th</td>
</tr>
<tr>
<td>3rd Six Weeks</td>
<td>December 13-21</td>
<td>Friday January 12 2018</td>
</tr>
<tr>
<td>4th Six weeks</td>
<td>February 14-20</td>
<td>Friday, February 23</td>
</tr>
<tr>
<td>5th Six Weeks</td>
<td>April 4-10</td>
<td>Friday, April 13</td>
</tr>
<tr>
<td>6th Six Weeks</td>
<td>May 17- 22</td>
<td>1st -6th-Wednesday, May 25, 2018 7th-12th-TBA</td>
</tr>
</tbody>
</table>

**Six Weeks Dates**

<table>
<thead>
<tr>
<th>Six weeks</th>
<th>Dates of the Six Weeks</th>
<th>Number of Days in the Six Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Six Weeks</td>
<td>August 21-September 29, 2017</td>
<td>29 days in the six weeks</td>
</tr>
<tr>
<td>2nd Six Weeks</td>
<td>October 2-November 3, 2017</td>
<td>23 days in the six weeks</td>
</tr>
<tr>
<td>3rd Six Weeks</td>
<td>November 6-December 21, 2017</td>
<td>29 days in the six weeks</td>
</tr>
<tr>
<td>4th Six weeks</td>
<td>January 9 -February 16, 2018</td>
<td>27 days in the six weeks</td>
</tr>
<tr>
<td>5th Six Weeks</td>
<td>February 19-April 6, 2018</td>
<td>29 days in the six weeks</td>
</tr>
<tr>
<td>6th Six Weeks</td>
<td>April 9 – May 25, 2018</td>
<td>35 days in the six weeks</td>
</tr>
</tbody>
</table>
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 DISTRICT

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.
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.
**EISD Grading Guidelines**
The EISD Grading Guidelines document is a collection of existing district grading standards, procedures, and policies. It is the document that teachers and staff will utilize as a central resource regarding grading policies. In addition to this guideline, you may check **Campus Student Handbooks and EISD Board Policies** for more in-depth answers to questions and regulations.

There are some variances in particular courses such as Advanced Placement, Dual Credit, and Career Tech programs as well as with guidelines specific to special population such as Special Education and ESL/Bilingual.

**Every teacher is required to keep an electronic grade book.** Please be reminded that these guidelines apply to all teachers. There are no exceptions. Grades, according to the law, are for the purpose of assessing the TEKS and reflect mastery of grade level standards.

It is the teacher’s responsibility to read and know the contents of the grading policy and procedures handbook.

**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.

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

**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.

**Relation to Essential Knowledge and Skills**
The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that 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.

**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.

**Attendance 90 Percent Rule [FEC Local]**

Except as provided below, a student shall not be given credit for a class unless the student is in attendance 90 percent of the days the class is offered. This restriction does not affect a student’s right to excused absences to observe religious holy days. [See FEB]

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 because of excessive absences may regain credit by fulfilling the requirements established by the attendance committee. When a student’s absence for personal illness exceeds five consecutive days, 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. 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 COMMITTEE-PARENTAL NOTICE OF EXCESSIVE ABSENCES METHODS FOR REGAINING 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.

Progress Reports
The District requires at least once every three weeks 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.
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 $60.00 in value, 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 $10.00. 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.

Report Card Grades

<table>
<thead>
<tr>
<th>All Elementary &amp; Secondary Subjects (Prekindergarten to grade 12)</th>
<th>Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade</strong></td>
<td><strong>Letter Grade</strong></td>
</tr>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>Excellent</td>
<td>B</td>
</tr>
<tr>
<td>80-89</td>
<td>C</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>D</td>
</tr>
<tr>
<td>70-79</td>
<td>F</td>
</tr>
</tbody>
</table>
All grades are final and are based on the decisions of the teacher of record.

Conduct
The district does not impose a grade penalty for student work as a result of student misconduct, with the exception of academic dishonesty.

Districts are not permitted to set a Designated Minimum Grade
SB 2033 legislation states that a district: May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student’s quality. As of fall 2009, EISD policy was changed to reflect no minimum numeric grade would be established for cycle, semester exams, semester averages, or report card grades.

Elementary (1-4) GT (Y.E.S. Program) Grades
Grades are provided to the campus teachers whose students are attending their required one day a week pullout. The grades are provided to be used as replacement for assignments the student did not participate in on their day in the Y.E.S. class. Teachers need to include in their grade level grading procedures to parents regarding their use of Y.E.S. program grades.

K-8 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.

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.

Incomplete Given as Grade at the End of Six Weeks
- Elementary-Junior High (grades 1-8)-incompletes are not given.
- High School Campus- students may receive [I] Incomplete only for extenuating circumstances [example: severe medical problem].

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.

**Semester Exams**
- **Elementary/Powell/Johnson**—semester exams are not administered.
- **Junior High/High School**—for classes that do not administer a semester exam teachers are to enter an E in the column for semester exam.
- **Junior High/High School**—semester exam grades range from 0-100

**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.*

**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 nonaccredited schools shall be handled in accordance with FD (LOCAL).

**Transfer Students: All Campuses**
Students who enter EISD without withdrawal grades or missing six week grades from their previous district, will have no grades or an “I” recorded. Once grades are received from the previous district, corrections will be made.

Students’, who transfer with grades from their previous district, shall have grades entered as part of the enrollment process by an assigned campus member. In the teachers’ gradebook program, teachers will accept the transfer grades and assign a weight accordingly.

**Grades Assigned for Special Circumstances Enrollees**
Students who have not been enrolled in school or were at a campus for a limited time and did not accumulate any grades still need to have grades entered for each six weeks in grades 1-8. **The principal or designee would determine and average grades (from existing grades) then post them accordingly into the six weeks with missing grades.**

*Example: in the fall a student has no cycle one grades, no cycle 2 grades, then a 70. The spring cycle grades are 72, 75, & 70. You would average them all to get a composite grade to complete the missing six week for the first semester cycle 1 and 2 grades.*

If the report card has no grades because the transferring school has not sent them, then a report card cannot be issued for the student until the grades are received and recorded.

**Grade Reporting Process for Long Term Substitutes**
When a teacher is out for several days or long term, in SKYWARD we can setup gradebook access for the long term. Teacher login/passwords are never shared with substitute teachers.
Grading Considerations for Bilingual/ELL Students
EISD follows the Gomez and Gomez dual language model of instruction for bilingual coded students. Students coded English as a Second Language (ESL) are served through a content-based ESL program model at the elementary level and/or pull-out model at the secondary level. 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 or target 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: "Except in the courses specified in subsection (i) of this section, English as a second language strategies, which may involve the use of the students' home language, may be provided in any of the courses or electives required for promotion or graduation to assist the limited English language learners to master the essential knowledge and skills for the required subject(s). The use of English as a second language strategy 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 Guidelines for Students in the Dual Language Program [Grades 2-4]:
Teachers must adhere to the Everman ISD grading guidelines regarding minimum number of grades. The grade distribution is as follows:

<table>
<thead>
<tr>
<th>Reading</th>
<th>L1</th>
<th>L2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td># of grades</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>80%</td>
<td>9</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>70%</td>
<td>8</td>
</tr>
<tr>
<td>4th Grade</td>
<td>60%</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Arts &amp; Spelling</th>
<th>L1</th>
<th>L2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td># of grades</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>80%</td>
<td>5</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>70%</td>
<td>4</td>
</tr>
<tr>
<td>4th Grade</td>
<td>60%</td>
<td>4</td>
</tr>
</tbody>
</table>

Homework
At best, homework in reasonable amounts can support and enhance learning, provide feedback to teachers about learning, allow students to practice skills and deepen their
knowledge, and instill confidence within students when they successfully complete tasks on
their own.

-Cathy Vatterott, Rethinking Homework

The purpose of each homework task should be identified and clearly articulated to the
student. Homework is best used as a means for students to reinforce and apply what they
have learned in class. When this practice leads to a greater understanding of the learning
targets and successful application of the concepts taught in class, students are more likely
to see the value in homework and its impact on increasing their learning. Providing
students with feedback from their homework tasks is a critical part of the learning process.

- Preparation Homework- helps students prepare for upcoming learning.
- Practice Homework- provides student with needed review and reinforcement of
  learning target with which the student is already familiar.

Preparation and practice homework are examples of formative assessment. Formative
assessments help check for understanding throughout the learning process.

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:
1. 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.
2. Mastery of the skills necessary for success at the next level shall be validated by
   assessments that may either be incorporated into unit or final exams, or may be
   administered separately. Mastery of at least 70 percent of the objectives shall be
   required.

District Policy as Required by SB 2033
a. A classroom teacher must assign a grade that reflects the student’s relative mastery
   of an assignment;
b. 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 Assistant Superintendent of Curriculum and Instruction, or designee, Director of Assessment. 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-4]-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 TPRI, STAR M/R, 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. The Director of Bilingual/Dual Language and or the Assistant Superintendent of Curriculum and Instruction 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 [5-8]-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 Bilingual/Dual Language Director and or the Assistant Superintendent of Curriculum and Instruction shall be consulted when making decisions regarding the retention of a Bilingual/ESL student.

5. The Executive 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 schools. 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.

**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. Most credit recovery sessions take place after school or during the summer. Special sessions may be scheduled in the morning and during the regular school day. SPACE IS LIMITED. See the counseling office for details and registration information. **EHS students may enroll in these classes with approval of their counselor.** There is a $65.00 enrollment fee for each course attempted.

**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. SPACE IS LIMITED. See the counseling office for details and registration information. **The grade level administrator and counselor will approve applications on an individual basis.** There is a $65.00 enrollment fee for each session. Sessions are semester long. Sessions are offered in the summer.

**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 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.

**TxVSN Courses**
The Texas Virtual School Network (TxVSN) offers online courses for grades nine through twelve. These courses have been reviewed against the National Standards for Quality of Online Courses endorsed by the International Association for K-12 Online Learning (www.inacol.org) and for alignment with the Texas Essential Knowledge and Skills. EHS students may enroll in these classes with approval of their counselor. SPACE IS LIMITED. See the counseling office for details and registration information.

**Requirements to be considered for enrollment in TxVSN courses:**
- Student must have passed all high school courses attempted
- Student must have passed all EOC exams required for their grade level
- Student must have reviewed TxVSN course requirements with their family and be willing to comply with all rules and regulations related to the course they wish to pursue

**TxVSN Course Fees and Expenses:**
- Fees vary depending on the specific courses. All fees must be paid before a TxVSN course will be activated
- Textbooks may be required. Student will be responsible for course costs for materials and textbooks.

**Successful Completion of TxVSN Courses:**
- TxVSN courses must be dropped by the prescribed date in order to avoid a failing grade on the student’s academic record.
- TxVSN final grades will be applied to a student’s high school transcript and will be included in a student’s grade point average.
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

Grade Advancement by Testing
The District shall test eligible students in accordance with the grade advancement requirements set forth below.
An eligible student is subject to all grade advancement requirements, including the automatic retention component, if the following two criteria are met:
1. 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
2. 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.

An eligible student who does not meet the criteria specified above but enrolls in the District at any time after the week of the first general grade advancement test administration is subject to all grade advancement requirements except for automatic retention and shall not be automatically retained if the student does not demonstrate proficiency on any of the grade advancement tests.

The District must provide the student with the other required services in the overall system of support for student academic achievement, including the opportunity to test, access to accelerated instruction, and the formation of a GPC. A student may not be promoted to:

The sixth grade program to which the student would otherwise be assigned if the student does not perform Satisfactorily on the fifth grade mathematics and reading assessment instruments; or ninth grade program to which the student would otherwise be assigned if the student does not perform Satisfactorily on the eighth grade mathematics and reading assessment instruments. This applies to the assessment instrument administered to students in eighth grade beginning with the 2007–08 school year.
ALTERNATIVE METHODS FOR EARNING CREDIT EHDB CREDIT BY EXAMINATION
WITH PRIOR INSTRUCTION (LOCAL) DATE ISSUED: 1/5/2011 ADOPTED: 1 of 1 UPDATE 89 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 nonaccredited 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]. 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.

In accordance with local policy, a student in any of grades 6-12 may be given credit an academic subject in which he or she has some prior instruction, if the student scores 70 percent on a criterion-reference test for the applicable courses. Education Code 28.023: 10 TAC 74.24© (3)

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.

ALTERNATIVE METHODS FOR EARNING CREDIT EHDC CREDIT BY EXAMINATION
WITHOUT PRIOR INSTRUCTION (LOCAL) DATE ISSUED: 1/5/2011 ADOPTED: 1 of 1 UPDATE 89 EHDC (LOCAL)-A

The Superintendent or designee shall be responsible for the development or selection of tests a student may use to earn course credit or accelerate to the next grade level without prior instruction in a course or grade level. Each examination shall thoroughly test the essential knowledge and skills in the applicable course or grade level.
The Superintendent or designee shall establish a schedule of dates, in accordance with law, when examinations for acceleration shall be administered and shall ensure that the dates are published in appropriate District publications or on the District’s Web site.

The District may deny a parent’s or student’s request for an alternative examination or alternative date. However, the student’s parent shall pay for an alternative examination approved by the District.
The Superintendent or designee shall award course credit or approve acceleration on the basis of an examination for acceleration, in accordance with State Board rules.

**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.

**Texas Virtual School Network**
According to guidelines established by the Texas Virtual School Network (TxVSN) and the course provider, the District may enroll a student in college-level courses through the TxVSN. When the student successfully completes a course, credit shall be applied toward graduation requirements. [See EHDE]
ACADEMIC ACHIEVEMENT & CLASS RANKING (LOCAL) EIC-X
BEGINNING WITH GRADE 9 IN THE 2014-2015 SCHOOL YEAR

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.

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

**Level One Courses**
Eligible Advanced Placement (AP) and dual credit courses designated in the course catalog shall be categorized and weighted as Level One courses.

**Level Two Courses**
Eligible Pre-AP and dual credit courses designated in the course catalog shall be categorized and weighted as Level Two courses.

**Level Three Courses**
All other eligible courses shall be designated as Level Three courses.
**Weighted Numerical Grade Average**
The district shall assign weights to grades earned in eligible courses and shall calculate a weighted numerical grade average in accordance with the following scale:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level One</td>
<td>5.0 Scale</td>
</tr>
<tr>
<td>Level Two</td>
<td>4.5 Scale</td>
</tr>
<tr>
<td>Level Three</td>
<td>4.0 Scale</td>
</tr>
</tbody>
</table>

**ACADEMIC ACHIEVEMENT & CLASS RANKING (LOCAL) EIC STUDENTS ENTERING THE NINTH GRADE BEGINNING THE 2012-2013 SCHOOL YEAR**
Beginning with students who entered the ninth grade in 2012-2013, the following grade point system shall be used to calculate class rank and high school honor graduates.

**WEIGHTED GRADE POINT AVERAGE (GPA)**
The District shall convert semester grades into grade points and shall calculate a weighted (GPA) in accordance with the following chart:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Dual Credit/AP</th>
<th>Pre AP</th>
<th>Regular</th>
</tr>
</thead>
<tbody>
<tr>
<td>97 and above</td>
<td>5.0</td>
<td>4.5</td>
<td>4.0</td>
</tr>
<tr>
<td>94–96</td>
<td>4.8</td>
<td>4.3</td>
<td>3.8</td>
</tr>
<tr>
<td>91–93</td>
<td>4.6</td>
<td>4.1</td>
<td>3.6</td>
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<tr>
<td>87–90</td>
<td>4.4</td>
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<tr>
<td>84–86</td>
<td>4.2</td>
<td>3.7</td>
<td>3.2</td>
</tr>
<tr>
<td>81–83</td>
<td>4.0</td>
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<tr>
<td>77–80</td>
<td>3.8</td>
<td>3.3</td>
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<td>74–76</td>
<td>3.6</td>
<td>3.1</td>
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<tr>
<td>71–73</td>
<td>3.4</td>
<td>2.9</td>
<td>2.4</td>
</tr>
<tr>
<td>70</td>
<td>3.0</td>
<td>2.5</td>
<td>2.0</td>
</tr>
<tr>
<td>69 or below</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Weighted Grading System**
The District shall categorize and weight eligible courses as Weighted and Regular in accordance with provisions of this policy.

**Weighted Courses**
Eligible AP, Pre-AP, and dual credit courses designated in the course catalog shall be categorized and weighted as Weighted courses.

**Regular Courses**
All other eligible courses shall be designated as Regular courses.
Local Graduation Honors
For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank using grades available at the time of calculation at the end of the fall semester of the senior year. No grades from the spring semester of the senior year shall be used in the calculation.

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)]

For the purpose of reporting class rankings 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 such recognition, a student must:

1. Have been continuously enrolled in a District high school for the two full school years immediately preceding graduation;
2. Have completed the Recommended Program or the Advanced/Distinguished Achievement Program for graduation;
3. Be enrolled in a minimum of five classes; and
4. Be graduating after exactly eight semesters of enrollment in high school.
5. Beginning with 9th grade in 2014-2015, must have completed the Distinguished Level of achievement Plan for graduation.

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.

Honor Graduates
The District shall recognize as honor graduates all students whose weighted GPAs comprise the top ten percent of the students in the graduating class. To be eligible for recognition as an honor graduate, a student shall be enrolled in a minimum of five classes. And beginning in 2014-2015 a student shall have completed and earned the Distinguished Level of Achievement Plan.
**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.

**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)]

**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; 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.

**Beginning in the 2014-3015 school year, the calculation of class rank shall exclude grades earned in dual credit courses taken prior to the first semester of the Junior year.**

**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
Students Entering the Ninth Grade Beginning 2008–09 & 2011-2012 SCHOOL YEAR

Beginning with students entering the ninth grade in 2008–09, the following grade point system shall be used to calculate class rank and high school honor graduates.

Remedial courses or courses with modified content:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>85–100</td>
<td>3.0</td>
</tr>
<tr>
<td>70–84</td>
<td>2.0</td>
</tr>
<tr>
<td>69 or below</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Regular courses, defined as those required for graduation:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90–100</td>
<td>4.0</td>
</tr>
<tr>
<td>80–89</td>
<td>3.0</td>
</tr>
<tr>
<td>70–79</td>
<td>2.0</td>
</tr>
<tr>
<td>69 or below</td>
<td>0</td>
</tr>
</tbody>
</table>

Honors courses (Advanced Placement, Pre-Advanced Placement, and dual credit courses):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90–100</td>
<td>5.0</td>
</tr>
<tr>
<td>85–89</td>
<td>4.0</td>
</tr>
<tr>
<td>80–84</td>
<td>3.5</td>
</tr>
<tr>
<td>70–79</td>
<td>2.0*</td>
</tr>
<tr>
<td>69 or below</td>
<td>0</td>
</tr>
</tbody>
</table>

There shall be no weight given for grades of 69 or below.

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 Rank

For the purposes 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.

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. [See EI]

High school students shall be classified annually on the basis of earned credits and course completion, as follows:
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>0–5.5</td>
</tr>
<tr>
<td>10</td>
<td>6–12.5</td>
</tr>
<tr>
<td>11</td>
<td>13–18.5</td>
</tr>
<tr>
<td>12</td>
<td>19 or more</td>
</tr>
</tbody>
</table>

**School Week**

The school week is defined as beginning at 12:01 a.m. on the first instructional day of the calendar week and ending at the close of instruction on the last instructional day of the calendar week, excluding holidays. *19 TAC 76.1001(b)*

**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 precalculus;
- Science: high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One)”;
- 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)."
Evaluating Student Transcripts

This policy only applies to current & new incoming students to Everman ISD starting with the 2015-2016 school year.

Middle and high school counselors evaluate student transcripts or any other document brought in by the student. Example: “Boleta” (transcript) based on the following guidelines and corresponding background information.

A student, who has successfully graduated with all of their course work from their country as demonstrated on their official transcripts, shall be considered eligible for admission to the EISD high school program on a case by case basis after an interview with the counselor, LPAC administrator, Secondary ELL specialist and Bilingual/ESL Director.

Grade Level Placement Timeline

1. Upon meeting enrollment eligibility as determined by the school registrar, a student should be assigned a temporary grade at their current age-level pending receipt and review of appropriate documentation. (See Standard Operating Procedures for students coming from their home country.)

2. A preliminary transcript evaluation is completed by the counselor while awaiting completion of district credit evaluation to award credit and ensure appropriate student and course placement.

3. For students with transcripts from Mexico, the registrar will send the transcript to the Bilingual/ESL Department to create a graduation credit evaluation for the student that will be completed in ten (10) school days. The evaluation will contain the total number of credits awarded towards high school graduation. The evaluation will be returned to the registrar to distribute to the designated counselor which will fill out the AAR form within two (2) school days to reflect his/her earned credit. (Extenuating circumstances may require additional time to translate/acquire some transcripts. Documentation of this process is required.) Use the Transcript Evaluation Tracking Form to track attempts at requesting official transcripts.
4. The parent(s) will be advised of the grade level placement of their son/daughter at a meeting scheduled by _________________________ and shall have the opportunity to voice any questions or concerns. Students and parent complaints may be presented in accordance with EIC (LOCAL).

Please contact the Bilingual/ESL Director @ x4046 if additional information is needed.

EVERMAN INDEPENDENT SCHOOL DISTRICT
BILINGUAL/ESL DEPARTMENT
GUIDELINES FOR GRANTING COURSE CREDIT FROM FOREIGN SCHOOLS

GUIDELINES FOR AWARDING CREDIT
A campus may not create an arbitrary minimum or maximum of credits that may be accepted from Mexico or any other country or state. Each student must receive credits in accordance with their educational history.

Credits are awarded based on successful completion of a complete academic year and are to be reduced accordingly for partial year enrollment.

a. 0.5 credits may be awarded for single semester attendance, unless the corresponding Texas High School course is a 1.0 credit course, in that case the 0.5 credit will be credited upon successful completion of second 0.5 credit (Chapter 74, TAC Graduation requirement) 19TAC Cha. 74.

b. In progress grades can be taken when a student enters an EISD school mid-semester.

c. Award one foreign language level credit for each year taken in grades 7 through 9 as reflected on the student’s transcript of student’s language of instruction from their home country Example: (Mexico) Secundaria first year award Spanish I, second year award Spanish II, third year award Spanish III. If report card from Mexico only reflects the third year of Secundaria, credit for Spanish I, II and III may be granted with a “P” (Pass), if Spanish from the third year was successfully completed.

d. The grade scale on the student transcript from the country of origin will be honored. For Mexico transcripts: Grades between 6.0 and 6.9 will be awarded a grade of (70) or P.

e. Award credit based on Everman credit recovery procedures for those failed courses for which a student successfully completed a credit recovery course. Award the grade earned on the credit recovery course. Example: If a student failed a course in Mexico, they take “exámenes extraordinarios”. Credit is awarded based on the grade earned on the “exámen extraordinario”.

f. Students may be awarded credit for grades 7-9 by obtaining a certificate of completion from their home country’s alternative educational completion system or credit by exam in accordance to EIC (Local). Credit is awarded based on the grade earned on the exam. Example: A student coming from Mexico may be awarded credit for Secundaria by obtaining a certificate of
completion from “Secundaria en el Sistema de Abierto para Adultos del INEA”. The exams taken for credit are referred to as “Diversificado Para Diagnostico”. Credit is awarded based on the grade earned on the exams.

Please contact the Bilingual/ESL Director @ x4046 if additional information is needed.

EVERMAN INDEPENDENT SCHOOL DISTRICT
BILINGUAL/ESL DEPARTMENT

GUIDELINES FOR GRANTING COURSE CREDIT FROM FOREIGN SCHOOLS

TABLE OF EXAMPLES OF EISD COURSES COMPARABLE TO MEXICO

COURSES General Secundaria and Preparatoria (1st – 4th semesters)

<table>
<thead>
<tr>
<th>EPISD Course/Credit</th>
<th>Mexican Course</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESOL I / English I</td>
<td>Inglés I &amp; II</td>
<td>Secundaria 3rd year or Preparatoria</td>
</tr>
<tr>
<td>ESOL II / English II</td>
<td>Inglés IV &amp; V</td>
<td>Preparatoria</td>
</tr>
<tr>
<td>Special Topics in Social Studies</td>
<td>Historia de México</td>
<td>Secundaria 3rd year or Preparatoria</td>
</tr>
<tr>
<td></td>
<td>Ética y Valores</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Many courses will count for this credit</td>
<td></td>
</tr>
<tr>
<td>Business Information Management Systems (BIMS)</td>
<td>Informática</td>
<td>Preparatoria</td>
</tr>
<tr>
<td>Keyboarding (0.5)</td>
<td>Tecnología</td>
<td></td>
</tr>
<tr>
<td>Algebra I (1.0)</td>
<td>Matemáticas (III on some transcripts)</td>
<td>Secundaria 2nd or 3rd year</td>
</tr>
<tr>
<td>Geometry (1.0)</td>
<td>Matemáticas III &amp; IV</td>
<td>Preparatoria</td>
</tr>
<tr>
<td>Algebra II (1.0)</td>
<td>Matemáticas I &amp; II</td>
<td>Preparatoria</td>
</tr>
<tr>
<td>Art (1.0)</td>
<td>Artes</td>
<td>Secundaria 3rd year</td>
</tr>
<tr>
<td>Physical Education (1.0)</td>
<td>Educacion Fisica</td>
<td>Secundaria 3rd year</td>
</tr>
<tr>
<td>Integrated Physics &amp; Chemistry (1.0)</td>
<td>Ciencias II (énfasis en Física) &amp; Ciencias III (énfasis en Química)</td>
<td>Secundaria 2nd year</td>
</tr>
<tr>
<td>Biology (1.0)</td>
<td>Biología I &amp; II</td>
<td>Preparatoria</td>
</tr>
<tr>
<td>Chemistry (1.0)</td>
<td>Química I &amp; II</td>
<td>Preparatoria</td>
</tr>
<tr>
<td>Physics (1.0)</td>
<td>Física I &amp; II</td>
<td>Preparatoria</td>
</tr>
<tr>
<td>Spanish I (1.0)</td>
<td>Español I/Lengua Extranjera</td>
<td>Secundaria 1st year</td>
</tr>
<tr>
<td>Spanish II (1.0)</td>
<td>Español II/Lengua Extranjera</td>
<td>Secundaria 2nd year</td>
</tr>
<tr>
<td>Spanish III (1.0)</td>
<td>Español III/Lengua Extranjera</td>
<td>Secundaria 3rd year</td>
</tr>
<tr>
<td>Spanish IV (1.0)</td>
<td>Taller de Lectura y Redacción</td>
<td>Preparatoria</td>
</tr>
<tr>
<td>Electives (3.5)</td>
<td>As appropriate</td>
<td></td>
</tr>
</tbody>
</table>

Specialized Preparatoria (5th – 6th semesters)

<table>
<thead>
<tr>
<th>EISD Course/Credit</th>
<th>Mexican Course</th>
<th>Grade Level</th>
</tr>
</thead>
</table>
STANDARD OPERATING PROCEDURES FOR MEXICAN TRANSCRIPTS

The entire process of awarding credit to students will be completed in a (15) school day period. Extenuating circumstances to complete this process must be documented in the Transcript Evaluation Tracking Form.

1. Student registers with transcript. Registrar makes copies of transcript and places original in student cum folder, emails one copy to Bilingual/ESL Director and Secondary ELL Specialist and provides a copy to counselor. If student does not come with a transcript and attempts by the campus to secure the student’s transcripts have been documented in the Transcript Evaluation Tracking Form, then the registrar notifies the counselor, LPAC chair, and Secondary ELL Specialist.

2. Bilingual/ESL office completes transcript evaluation document utilizing examples of credits awarded above, curriculum documents from the school (if available), TEA and ESC guidance and sends it via email to the Bilingual/ESL Director to verify. This process will be completed within 10 school days.

3. Upon receipt by the registrar of the completed transcript evaluation, the registrar provides a copy to the counselor.

4. Counselor will review and compare transcript evaluation and award the credit within two (2) school days. In accordance with EIC (Local) students will receive weighted grades in credited courses on the evaluation that have a grade listed. The signed transcript evaluation is placed in cum folder along with a copy of AAR given to the registrar.

5. Registrar will scan and upload the approved documents [transcript (boleta) and the transcript evaluation] into the District BE/ESL folder and complete credit entry into student information system.

Approved: ________________________________                            ___________________
Assistant Superintendent of C&I

References: 19 TAC Chapter 74, Subchapter C 74.26. Award of Credit EIC Local

Please contact the Bilingual/ESL Director @ x4046 if additional information is needed.

EVERMAN INDEPENDENT SCHOOL DISTRICT

Campus__________________________

Year: ______________________

Final Gradebook Verification

The final grades submitted are a true representation of the student’s progress throughout this school year.

_________________________________               ______________________
Printed Teacher Name               Date

_________________________________
Teacher Signature