

ARANSAS PASS ISD



GRADING POLICIES AND GUIDELINES

The Aransas Pass Independent School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs, activities, hiring, and employment practices. For inquiries regarding non-discrimination policies, contact: Superintendent (361-758-3466) or Director of Special Education (361-758-2024); 2300 McMullen Lane, Ste. 600, Aransas Pass, Texas, 78336.

Aransas Pass Independent School District

Grading Policies and Regulations

INTRODUCTION

ARANSAS PASS ISD POLICY EI (Legal)

Board Policy states that “credit must be awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter.” Grades should reflect the extent to which students have mastered the essential knowledge and skills and/or District identified performance standards. Every assignment or assessment must be designed with this requirement in mind.

We, as educators, are here to help students to succeed, to give students every possible opportunity to master Texas Essential Knowledge and Skills and/or District identified performance standards. Grades shall not be reduced to the grading of extraneous activities that do not impact mastery or non-mastery of these critical skills and performance standards. Students shall not fail a six weeks in a subject area or course based on one activity or assignment, daily or major. Teachers need to investigate and implement numerous strategies through which they can authentically assess student mastery of Texas Essential Knowledge and Skills and District performance standards.

Students shall have multiple opportunities to master Texas Essential Knowledge and Skills and District performance standards. Students who fail to show mastery of identified objectives on a key assignment or test shall have the opportunity to have the information being assessed presented to them again in a different way through a different learning modality and then have an opportunity to be reassessed with a different assessment.

This grading regulations document should be considered a living document. Updates to this document will be based on changes in state law, Board policy, and/or administrative regulation.

OVERVIEW

ARANSAS PASS ISD POLICY EIA (LOCAL)

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

APISD GRADING GUIDELINES

Please be aware that the information contained in these guidelines applies to all teachers. There can be no exceptions. **Every teacher must maintain grades through the District designated online system. Grades MUST be updated at least once a week and available for principal and parent review.**

MASTERY OF THE ESSENTIAL KNOWLEDGE AND SKILLS

ARANSAS PASS ISD POLICY EI (Legal)

The award of credit for a course affirms that a student has satisfactorily met state and local requirements. Credit must be awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student received instruction in the course or the grade level at which proficiency was attained. *19 TAC 74.26 (a) (b)*

Credit for courses for high school graduation may be earned only if the student received a grade of 70 on a scale of 100, based upon the essential knowledge and skills of each course. Credit earned toward state graduation requirements by a student in an accredited school shall be transferable and accepted by any other school district in the state. *19 TAC 74.26 (a) (1) (c)*

ARANSAS PASS ISD POLICY EIE (Legal)

In measuring the academic achievement or proficiency of a student who is dyslexic, the student's potential for achievement or proficiency in the area must be considered. *Education Code 28.021 (b); 19 TAC 101.2003 (f)*

ARANSAS PASS ISD POLICY EIA (Local)

The District shall establish instructional objectives that relate to the Texas Essential Knowledge and Skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken 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.

Aransas Pass ISD Guidelines

1. Grades must reflect the degree to which the student has mastered the Texas Essential Knowledge and Skills. The grade book will indicate completion of work, enrichment activities, and remediation.
2. For grades 1-5, there should be a minimum of two DAILY grades per week in Reading / Language Arts and Math and a minimum of 1 grade per week in Health, Science, and Social Studies.

For grades 6-12, there should be a minimum of two DAILY grades per subject / per week.

RETEACH AND REASSESS

Aransas Pass ISD Guidelines

When a student fails a major assignment or test (earns below 70), the teacher has a responsibility to re-teach the Texas Essential Knowledge and Skills not mastered. The teacher must present the material in a new way, using different materials if possible and/or appealing to a different learning style.

A student, who fails a major assignment or test, excluding semester final examinations and six week assessments, shall be given an opportunity to be reassessed over the material using a different method or assessment. At the elementary school level, the reassessment can occur either during class time or outside of class if mutually agreed upon. At the middle and high school level, arrangements will be made between the teacher and student for the reassessment. Reassessment shall take place outside of regular class time.

Aransas Pass ISD Elementary Guidelines

1. If a student fails a major assignment or test, the student shall have an opportunity for reteach, followed by a re-assessment of the un-mastered TEKS. If the student passes the re-assessment, the teacher shall record a minimum grade of 70. The teacher has option to record a grade higher than 70. Teachers shall indicate this reteach/reassess grade change in the grade book.
2. If the student fails the reassessment, he or she shall receive the higher of the two failing grades.

Aransas Pass ISD Secondary Guidelines

1. If the student passes the second assignment or test, the teacher shall delete the first test grade and record a minimum grade of 70 in its place. The teacher has option to record a grade higher than a 70. Teachers shall replace the grade with the reteach/reassess grade in the grade book.
2. If the student fails the reassessment, he or she shall receive the higher of the two failing grades.

STUDENTS WITH DISABILITIES

Aransas Pass ISD Guidelines

Each campus in the district shall ensure that all students with disabilities demonstrate mastery of the TEKS (Texas Essential Knowledge and Skills). A minimal number of students per ARD Committee action will be assessed using alternate achievement standards to demonstrate their mastery of grade level TEKS. Instructional decisions including attendance, promotion / retention, and / or grade level classifications of students with disabilities shall be determined by the ARD committee.

Instructional Delivery

1. In order to ensure success for students with disabilities, the ARD Committee will determine modifications and accommodations to the general education curriculum.
2. The IEP goals and objectives reflect the skills for which the student will require special education support.
3. The ARD Committee determines the location where the IEP will be delivered.
4. Communication between the general education and the special education teacher is expected to be an ongoing process to monitor progress of students with disabilities.

Grading

1. The IEP specifies the responsible parties for determining the grade, i.e. general education, special education, or a combination of both.
2. Unless otherwise stated on the IEP, minimum mastery levels for students with disabilities shall be the criteria for a passing grade of 70 in a subject / course.
3. If a student repeatedly fails, an ARD committee may convene to review the student's IEP to determine the appropriateness of the goals and objectives.
4. Progress reporting for students with disabilities shall be on the same schedule for general education students.
5. Annual goal report cards for each IEP area accompany the general education report card for each grading period.
6. Building level monitoring of students' progress in general education classes should be coordinated on a continual basis through collaboration between special education and general education.

Assessments

1. Participation in statewide assessments is determined by the ARD Committee.
2. Students with disabilities should participate to the greatest degree appropriate in district-wide diagnostic measures, i.e. the TPRI and general educational assessments.
3. District-wide curriculum assessments for students with disabilities are administered:
 - a. to all students except those exempt through an ARD committee decision;
 - b. on student's current grade level;
 - c. with allowable accommodations as approved by the ARD committee in accordance with TEA regulations.
4. Benchmark assessments shall be used for diagnostic purposes only and not be counted for a grade.

ARANSAS PASS ISD POLICY EIA (LOCAL)

A student's ARD committee shall determine the type of assessment to be administered and how the appropriate state assessment will be factored in the final course grade, credit decisions, or graduation requirements.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Texas Education Agency Commissioner's Rules §89.1210(a)(f)(g)

Each school district required to offer a bilingual education or English as a second language program shall provide each limited English proficient student the opportunity to be enrolled in the required program at his or her grade level. Each student's level of proficiency shall be designated by the language proficiency assessment committee in accordance with §89.1220(g) of this title (relating to Language Proficiency Assessment Committee). The district shall modify the instruction, pacing, and materials to ensure that limited English proficient students have a full opportunity to master the essential knowledge and skills of the required curriculum. Students participating in the bilingual education program may demonstrate their mastery of the essential knowledge and skills in either their home language or in English for each content area.

Except in the courses specified in subsection (g) 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 proficient students to master the Texas 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.

In subjects such as art, music, and physical education, the limited English proficient students shall participate with their English-speaking peers in regular classes provided in the subjects. The district shall ensure that students enrolled in bilingual education and English as a second language programs have a meaningful opportunity to participate with other students in all extracurricular activities.

Aransas Pass ISD Guidelines

In assessing students who are limited English proficient for mastery of the Texas Essential Knowledge and Skills, teachers should make every effort to allow students to demonstrate knowledge or competency independent of their English language skills. These efforts should include assessment in the primary language, assessment utilizing ESL methodologies, and non-verbal assessment with multiple varied instruments. **Accommodations used for assessment should be reflective of daily instructional practices and aligned with those recommended by the LPAC for state assessments as applicable.**

Teachers of LEP students have the option of sending report cards in Spanish or English.

GUIDELINES FOR ASSESSING ACHIEVEMENT IN VISUAL ARTS

Aransas Pass ISD Elementary Guidelines

Evaluation of student growth in the visual arts is a difficult and complex process. Teachers may best evaluate students by judging their individual growth rather than their art products. Although grades should not be placed on the student's art work, the following assessment activities may be used with good effect: class discussions, written tests, visual test, written and oral reports, individual and group critiques, recognition of art elements and principles, and self-evaluation.

Documentation of the completion of the learner objectives and activities mandated in the Texas Essential Knowledge and Skills for art must be maintained by the teacher as for the other subject areas. Based on this documentation and observation of the student's aesthetic growth, development of skills, responses to art, and progress of creative work, the teacher will use his / her professional judgment to determine the student's grade.

Aransas Pass ISD Middle School Guidelines

In the middle school the teacher should evaluate student progress in terms of individual growth and encourage student self-evaluation through individual and group critiques. Emphasis should be focused on the creative process rather than the final product. The teacher should concentrate on written descriptive evaluations rather than recording numerical / alphabetical grades on student artwork. Art educators recognize that some lower level skills may be measured by testing or objective product evaluation. Effective teachers also make evaluative judgments based on expressive measures. The grading criteria established for middle school visual arts classes must recognize both of these elements.

Objective scores and documentation of the teacher's professional judgment will be maintained to determine the student's daily / weekly grades. In formulating grades the relative weight of these components may vary from unit to unit. Teachers should maintain a conversion table showing how their subjective assessment translates into grades. When reporting progress, teachers must be sure that the system is easily understood by the students and the parents.

Aransas Pass ISD High School Guidelines

In a high school art course, evaluation of the student's total experience requires consideration of the individual's aesthetic growth, understanding of art culture and heritage, and development of skills, as well as the quality of creative work. Teacher evaluation must include both tangible and intangible evidence of artistic growth. Since innovation, imaginative response, and expression are highly valued in the visual arts, evaluation must be based on the student's individual growth in flexibility and his / her abilities to extend, amplify, push assigned limitations, see and consider options, meet dynamic change, find multiple solutions, and tolerate ambiguity. The teacher's professional judgment is extremely important in evaluating the presence of these attributes in the student's work.

In both objective and expressive evaluation, the teacher may use a variety of formal and informal assessment tools such as observations, checklists, discussion, portfolios, demonstrations, exhibitions, sketch-books, self-evaluation, written and oral reports and tests, and individual and group critiques. For grading purposes the relative weight of the objective and subjective components will vary depending on the criteria established for the individual unit or project. The student should have a good understanding of the criteria being used for each segment of the curriculum.

GUIDELINES FOR ASSESSING ACHIEVEMENT IN PHYSICAL EDUCATION

Aransas Pass ISD Elementary and Secondary Guidelines

Grades in physical education, as in other subjects, should be directly related to the student's achievement of instructional objectives that are developed from state and local essential knowledge and skills. The level of student performance in relation to the instructional objectives should be the determining factor in assigning grades. Teachers should not use factors such as behavior and attitude to assign grades. Teachers should evaluate performance on objective measures whenever possible. When subjective measures are used, they should represent a professional judgment comparing students' performance with district standards for mastery of the course, activity, or skill.

Aransas Pass ISD Secondary Guidelines

Grades in physical education should be directly related to the student's achievement of instructional objectives that are developed from state and local essential knowledge and skills and instructional goals. The level of student performance in relation to the instructional objectives should be the determining factor in assigning grades.

All secondary students are to dress appropriately for the activity in physical education on a daily basis.

The dress out requirement may be part of the student's total grade. If the student has a legitimate reason for not dressing out, then the student should be allowed to make up the grade.

If, without a legitimate reason, a student refuses to participate in a drill or test such as a fitness run and a grade is being assigned, the student may be given a zero for failing performance.

Classification for Physical Guidelines

The District shall classify students for physical education on the basis of health into one of the following categories:

1. Unrestricted—not limited in activities.
2. Restricted—excludes the more vigorous activities. Restricted classification is of two types:

- a. Permanent—A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.
 - b. Temporary—Students may be restricted from physical activity of the physical education class. A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.
3. Adapted and remedial—specific activities prescribed or prohibited for students as directed by a member of the healing arts licensed to practice in Texas.

19 TAC 74.31

GUIDELINES FOR ASSESSING ACHIEVEMENT IN THE PERFORMING ARTS

(Band, Choir, Orchestra, and Theatre Arts)

Aransas Pass ISD Guidelines

The process of evaluating student learning and growth in the performing arts involves several different types of assessment. The written test, either criterion-referenced components of an instructional management system or teacher made quizzes, is an effective and commonly used means of measuring understanding and acquisition of factual information. Teacher observation is another valid evaluation tool which is highly effective in the performing arts. Using this method with an appropriate checklist can greatly facilitate essential knowledge and skills documentation as well as supplying data upon which student grades will be based. Since the directors in the performing arts areas generally work with very large groups of students in a class, a combination of these two types of assessment should be used.

Grades for activities such as oral / written tests, reports, special projects, individual performances, etc. which are evaluated by numerical scores or alphabetical grades should be recorded in the teacher's grade book. An appropriate checklist should be used for the elements which are more easily observed. Teachers should maintain a conversion table showing how the other assessment symbols used in the grade book or in the checklist are translated into grades. Documentation for re-teaching can be maintained on the checklist or in the grade book.

EXTRACURRICULAR ACTIVITIES

ARANSAS PASS ISD POLICY FM (LEGAL)

An extracurricular activity is an activity sponsored by the UIL, the Board, or an organization sanctioned by Board resolution. The activity is not necessarily directly related to instruction of the essential knowledge and skills but may have an indirect relation to some areas of the curriculum. Extracurricular activities include public performances, contests, demonstrations, displays, and club activities. In addition, an activity is subject to this policy only if one of the following applies:

1. The activity is competitive.
2. The activity is held in conjunction with another activity that is considered extracurricular.
3. The activity is held off-campus, except in a case in which adequate facilities do not exist on campus.
4. The general public is invited.
5. An admission is charged.

A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the District or 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 weeks and 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. *Education code 33.081(c)*

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 the last instructional day of the calendar week, excluding holidays. *19 TAC 76.1001(b)*

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:

1. All College Board Advanced Placement courses and International Baccalaureate courses in all disciplines;
2. English language arts: Pre-AP, high school / college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One)”;
3. 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;
4. Mathematics: Pre-AP, high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One) and pre-calculus;
5. Science: Pre-AP, high school / college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One); and
6. Social Studies: Pre-AP, Social Studies Advanced Studies, Economics Advanced Studies, high school / college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One).”

APHS AP, PRE-AP, AND OTHER HONORS COURSES

Note: For all honors courses, a student must make a grade of 60 or above to be eligible for participation in extracurricular activities. A student enrolled in one of the honors courses listed below who receives a grade lower than 60, is not eligible to participate in extracurricular activities until eligibility has been reestablished.

PAP English 1
PAP English 2
AP English 3
AP English 4
PAP Geometry
PAP Algebra 2
PAP Pre Cal
AP Calculus AB
AP Calculus BC
PAP Biology

Physics - weighted
Anatomy and Physiology - weighted
Practicum of Health Science - weighted
PAP World Geography
PAP World History
AP U.S. History
AP U.S. Government
AP Economics
PAP Spanish III
AP Spanish IV

In the case of a student with a disability that significantly interferes with the student's ability to meet regular academic standards, suspension must be based on the student's failure to meet the requirements of the student's individual education program (IEP). The determination of whether the disability substantially interferes with the student's ability to meet the requirements of the student's IEP must be made by the admission, review, and dismissal (ARD) committee.

For the purpose of this provision, "student with a disability" means a student who is eligible for the District's special education program under Education Code 29.003(b).

The suspension and reinstatement provisions of Education Code 38.001 (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)*

Suspension of a student with a disability that significantly interferes with the student's ability to meet regular academic standards must be based on the student's failure to meet the requirements of the student's individual education plan, as determined by the Admission, Review, and Dismissal (ARD) committee. *Education Code 33.081(e)*

A student suspended under Education Code 33.081 may practice or rehearse with other students for an extracurricular activity but may not participate in a competition or other public performance. *Education Code 33.081(f)*

Until the suspension is removed or the school year ends, the District shall review the grades of a student suspended under these provisions at the end of each three-week period following the date on which the suspension began. At the time of a review, the suspension is removed if the student's grade in each class, other than an identified honors or advanced class, is equal to or greater than the equivalent of 70 on a scale of 100. The principal and each of the student's teachers shall make the determination concerning the student's grades. *Education Code 33.081 (d)*

ARANSAS PASS ISD POLICY FM (LOCAL)

ATTENDANCE

ARANSAS PASS ISD POLICY EI (LEGAL)

Unless credit is awarded by the attendance committee or regained in accordance with District policy, a student may not be given credit for a class if the student is not in attendance for at least 90 percent of the days the class is offered. *Education Code 25.092*

Aransas Pass ISD Guidelines

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 ordinarily receive three days of make-up time for the first day of absence, plus two additional day for each consecutive day of absence.

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 Texas Essential Knowledge and Skills or in meeting subject of course requirements.

A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner.

LATE PROJECTS: Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines established by the principal in conjunction with the Campus Improvement Committee members that are disseminated to students.

UNEXCUSED ABSENCES: The District shall impose a grade penalty for make-up work after an unexcused absence. The grade for make-up work and tests after an unexcused absence shall be reduced by 10 percent with a recorded grade no lower than 70 if the earned grade was above 70.

SUSPENSION: The District shall not impose a grade penalty for make-up work after an absence due to suspension.

ARANSAS PASS ISD POLICY FEB LEGAL

College Visits: The district may excuse a maximum of two days during the student's junior year and two days during the student's senior year to visit institutions of higher education. Students are required to provide official documentation from the visited college. Students will be allowed to make up missed work in a reasonable amount of time. If the college visit is approved and work is completed successfully, the student is considered in attendance for the day(s) of their college visit. To the extent possible, students who are absent due to participation in approved school activities or for college visits shall make up missed work in advance.

Observing Religious Holy Days: A student who is observing holy days is allowed up to one day of excused travel for traveling to the site where the student will observe the holy days and up to one day of excused travel for traveling from that site. A student whose absence is excused for religious holy days shall be allowed three days of make-up time for the first day of absence, plus two additional days for each consecutive day of absence to make up his or her work. If the work is satisfactorily completed, the days of absence shall be counted as days of attendance. To the extent possible, students who are absent due to participation in approved school activities or for religious holy days shall make up missed work in advance.

Health Care Appointments: Temporary absence resulting from an appointment with a health-care professional if that student commences classes or returns to school on the same day of the appointment. The appointment should be supported by a document such as a note from the health-care professional. "Temporary absence" includes the temporary absence of a student diagnosed with autism spectrum disorder on the day of the student's appointment with a health-care practitioner to receive a generally recognized service for persons with autism spectrum disorder, including applied behavioral analysis, speech therapy, and occupational therapy. If any missing work is satisfactorily completed, the days of absence shall be counted as days of attendance. To the extent possible, students who are absent due to participation in approved school activities or for health care appointments shall make up missed work in advance.

Aransas Pass ISD Guidelines

Students who have extended absences due to illness, pregnancy, etc. (*i.e., excused absences due to medical reasons, 2 weeks or longer*) will be allowed to complete a minimal number of individualized assignments that will ensure the students' exposure to and mastery of the Texas Essential Knowledge and Skills and district outcomes presented during their absence.

If a student transfers into the school from another accredited school, the grades in progress from the sending school will be used to calculate the student's six weeks, semester, or yearly average as appropriate.

Students who, through no fault of their own, are not enrolled for an entire grading period – semester or course – shall be provided opportunities to earn credit for the semester or course or a grade for the grading period. Teachers shall take into consideration the student’s particular circumstances in determining appropriate opportunities, which shall include, but not be limited to:

1. Testing (advanced placement, mastery, or early final examination tests) to verify mastery of the Texas Essential Knowledge and Skills.
2. Tutorial sessions for students who enroll late to catch up on Texas Essential Knowledge and Skills already covered in the class.
3. Individualized work for students, such as migrant students, who must withdraw early, to allow them to work ahead and ensure exposure to and mastery of Texas Essential Knowledge and Skills.

Aransas Pass ISD Secondary Guidelines

1. Students who lose credit due to excessive absences shall remain in class and receive grades for their academic work. The numeric average for the weeks and the semester will be computed. The semester average will be included in the student’s overall grade point average, even though the student has lost credit.
2. A student who transfers to the District from another district may have to enroll in a course which he / she was not taking previously. Where feasible, counselors shall attempt to match TEKS from the previous district’s course with a course offered in Aransas Pass Public Schools so that the student does not risk loss of credit.

If such a matching of course TEKS is not possible and the student must be enrolled in a totally different course during the first six weeks of a semester, he or she shall have an opportunity to make up the missed work through individualized assignments designed to address the TEKS presented in the class prior to his / her entry into class, allowing two days for each day’s absence.

3. An “incomplete” recorded for the second six weeks of either semester as a result of number 2 above must be made up within 30 calendar days of the last day of the semester, or the missing work will be given zero credit and averaged with the other work. Under extenuating circumstances, the campus administrator may make other arrangements on an individual case by case basis.

Attendance petitions which may be affected by the “incomplete” will be due at the end of the 30 calendar days and must include documentation from the teacher(s) that all assigned work has been completed.

**PARENT-TEACHER CONFERENCES
PROGRESS REPORTING**

ARANSAS PASS ISD POLICY EIA (LOCAL)

[See EIC for class rank provisions addressing end-of-course assessments. See EKB for further information regarding EOC assessments.]

The District shall issue grade reports / report cards every six weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

Interim progress reports shall be issued for all students after the third week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.

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

PROGRESS REPORTING TO PARENTS

ARANSAS PASS ISD POLICY EIA (LEGAL)

The Board shall adopt a policy that:

1. Provides for a conference between parents and teachers;
2. Requires the District, at least once every 12 weeks, to give written notice to a parent of a student's performance in each class or subject; and
3. Requires the District, at least once every three weeks, or during the fourth week of each six-week grading period, to give written notice to a parent if a student's performance in a foundation curriculum subject is consistently unsatisfactory, as determined by the District.

NOTE: The notice required by items 2 and 3 must provide for the signature of the student's parent and must be returned to the District.

"Parent" includes a guardian, conservator, or other person having lawful control of a student.

These requirements do not apply to a student who:

1. Is 18 or older and living in a different residence than the student's parents;
2. Is married; or
3. Has had the disabilities of minorities removed for general purposes.

Education Code 29.022 (a)

Aransas Pass ISD Guidelines

A written progress report shall be provided to parents for all students at the end of the third and sixth week of each grading period.

GRADING REGULATIONS: ELEMENTARY

ARANSAS PASS ISD POLICY EIE (LEGAL)

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)*

In addition to local policy relating to grade advancement, students in grades 5 and 8 must demonstrate proficiency by meeting the passing standard on the appropriate state assessment instrument 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)

ARANSAS PASS ISD POLICY EIE (LOCAL)

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

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final examinations or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

In grades 1 – 3, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level and grade-level standards (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in reading and mathematics.

In grades 4 – 5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level and grade-level standards (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in reading, writing, and mathematics, and a grade of 70 or above in science or social studies.

In grades 6 – 8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level and grade-level standards (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in English language arts, mathematics, science, and social studies.

Grade-level advancement for students in grades 9 – 12 shall be earned by course credits. [See EI]

Attendance Requirement

To be promoted, a student must be in attendance 90 percent of the days the class is offered.

Aransas Pass ISD Prekindergarten and Kindergarten Guidelines

A Standards Based report card is used to report progress at prekindergarten and kindergarten levels. These checklists reflect Texas Prekindergarten Guidelines and Texas Essential Knowledge and Skills for these grade levels.

Prekindergarten and kindergarten parents will receive a written report each six weeks. Parent conferences will be scheduled for parents of prekindergarten and kindergarten students at regular intervals.

Aransas Pass ISD Grades 1- 5 Guidelines

Numerical grades will be used in marking papers, tests, or other assignments for language arts (reading, oral language, and written language), mathematics, science, and social studies. Numerical grades will be recorded in the grade book and on the report card.

Teachers of students in grades one and two shall consider correct spelling, punctuation, grammatical usage, and other elements of proper communication as developmentally appropriate when grading papers, test, etc. Students shall be asked to correct such errors, but no grade penalties will be attached.

Teachers of students in grades three through five shall consider correct spelling, punctuation, grammatical usage, and other elements of proper written communication when grading tests, papers, etc. If rough drafts of assignments in **courses other than language arts** are required to be submitted for teacher review prior to the final draft, they shall be marked for spelling and grammar errors and students shall be given opportunities to make corrections. Grade penalties of one point per error shall be assigned only on final drafts / assignments / tests and shall not exceed

10 points on any one assignment / test. **In the area of language arts, teachers shall continue to grade as most appropriate for their subject and the assignment given.**

Teachers of Limited English Proficient students shall grade for English grammatical usage at the level of the student's written English proficiency. Full implementation of the grading regulation will occur when the student is exited from the Bilingual / ESL program by the LPAC committee.

SIX-WEEK AVERAGES: GRADES 1 – 5

To determine six-weeks averages:

1. Daily work = 50% of grade. The daily work must include a **minimum of 2 grades per week for reading, language arts and mathematics and 1 grade per week for health, science, and social studies** from daily papers, notebooks, quizzes, homework assignments, teacher observations of participation, skills, demonstrations, or performances, short compositions, etc. These grades should all be at the independent practice or summative evaluation stage of the lesson cycle and not grades taken during guided practice.

No more than 10% of the daily grades in each grading period shall be from homework.

2. Major assignments and / or tests = 50% of grade. This category must include a **minimum of three** unit, chapter, or skills assessments and / or major assignments addressing the Texas Essential Knowledge and Skills such as projects, major reports / compositions, journals, notebooks, and portfolios. In grades 1 - 5, only laboratory assignments which are derived and performed solely by the students should be considered major grades. Laboratory assignments in which students are following specific directions and guidelines or are engaged in guided practice with the teacher should only count as daily grades.

Notebooks as major assignments cannot be simply a compilation of previously graded material.

No more than 2 major grades in each grading period shall be home projects.

Aransas Pass ISD Guidelines

For numerical grades, calculate the average of all grades recorded in the grade book for each subject area.

In music, theatre arts, and physical education, achievement should be based on teacher observation as well as any test / assignment scores. Documentation of observable skills will be kept in the grade book or on appropriate checklists.

Teachers may best evaluate elementary students' visual art work by judging their individual growth based on the Texas Essential Knowledge and Skills for this area rather than on their art products. Grades should not be written on the students' art work.

YEARLY AVERAGES: GRADES 1 – 5

Aransas Pass ISD Guidelines

A yearly average will be determined for each subject area by calculating the average of the first and second semester grades.

The yearly grading information will be recorded on the permanent record.

GRADING REGULATIONS: GRADES 6 – 8

ARANSAS PASS ISD POLICY EIE (LEGAL)

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)*

ARANSAS PASS ISD POLICY EIE (LOCAL)

Promotion Requirements: Grades 6 – 8

Demonstrated proficiency for students in grades 6 – 8 is defined as attaining a grade of at least 70 on a scale of 100 as reflected by final report card averages demonstrating mastery of Texas Essential Knowledge and Skills in:

- Mathematics, and
- English Language Arts, and
- Either Science or Social Studies.

A combined average of 70 in all other courses including the remaining Science or Social Studies not counted above.

Students in grades 6 – 8 who fail to meet the promotion standards as stated above shall be retained.

Attendance Requirement

To be promoted, a student must be in attendance 90 percent of the days the class is offered.

Aransas Pass ISD Guidelines

Numeric grades shall be used in marking all papers, tests, or other assignments and shall be recorded in the grade book and on the report card.

Teachers of students in grades six through eight shall consider correct spelling, punctuation, grammatical usage, and other elements of proper written communication when grading tests, papers, etc. For courses other than language arts, formative assignments / rough drafts shall be marked for spelling and grammar errors and students shall be instructed to correct the errors. Grade penalties shall be assigned only on final drafts / assignments, one point per error, and shall

not exceed 15 points on any one assignment / test. In the area of language arts, teachers shall continue to grade as most appropriate for their subject and the assignment given.

Teachers of Limited English Proficient students shall grade for English grammatical usage at the level of the student's written English proficiency. Full implementation of the grading regulation will occur when the student is exited from the Bilingual / ESL program by the LPAC committee.

SIX-WEEKS AVERAGES: GRADES 6 – 8

Academic Classes

In averaging grades for each reporting period, the following formula shall be used in all subject areas:

1. **Daily work = 50%** of grade. The daily work must include a minimum of **2 daily grades per subject / per week** obtained from daily papers, notebooks, quizzes, homework assignments, teacher observations of participation, skills, demonstrations or performances, short compositions, etc. These grades should all be at the independent practice or summative evaluation stage of the lesson cycle and not grades taken during guided practice.

No more than 20% of the daily grades in each grading period shall be from homework.

2. **Academic Major assignments and / or tests = 50%** of grade. This category must include one 3 week assessment, 3 unit, chapter, or skills assessments and / or major assignments addressing the Texas Essential Knowledge and Skills such as projects, major reports / compositions, journals, notebooks, and portfolios.

Notebooks as major assignments cannot be simply a compilation of previously graded material.

No more than 2 major grades in each grading period shall be home projects.

Pre-Advance Placement Classes

In averaging grades for each reporting period, the following formula shall be used in all subject areas:

1. **Daily work = 40%** of grade. The daily work must include a minimum of **2 grades per subject / per week** obtained from daily papers, notebooks, quizzes, homework assignments, teacher observations of participation, skills, demonstrations, or performances, short compositions, etc. These grades should all be at the independent practice or summative evaluation stage of the lesson cycle and not grades taken during guided practice.

No more than 20% of the daily grades in each grading period shall be for homework.

2. **Major assignments and / or tests = 60%** of grade. This category must include one 3 week assessment, 3 unit, chapter, or skills assessments and / or major assignments addressing the Texas Essential Knowledge and Skills such as projects, major reports / compositions, journals, notebooks, and portfolios. Unit assessments for science shall be assigned a value of 40% and laboratory assignments which are derived and performed solely by the students shall be assigned a value of 20%.

Notebooks as major assignments cannot be simply a compilation of previously graded material.

No more than 2 major grades in each grading period shall be home projects.

SEMESTER AVERAGES: GRADES 6–8

The semester average shall be computed as follows:

1st six weeks = 1/3 of grade

2nd six weeks = 1/3 of grade

3rd six weeks = 1/3 of grade

The semester average cannot be “adjusted” up or down to reward or punish attendance or effort or for any other reason.

YEARLY AVERAGES: GRADES 6 - 8

The final yearly average will be calculated as follows:

Semester one will count for 50% of final grade

Semester two will count for 50% of final grade

The yearly grading information will be recorded on the permanent record.

GRADING REGULATIONS: GRADES 9 – 12

ARANSAS PASS ISD POLICY EIE (LEGAL)

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)*

ARANSAS PASS ISD POLICY EI (LEGAL)

Award of Credit

The award of credit for courses affirms that a student has satisfactorily met state and local requirements. Credit must be awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student received instruction in the course or the grade level at which proficiency was attained. *19 TAC 74.26(a)(b)*

Credit for courses for high school graduation may be earned only if the student received a grade of 70 on a scale of 100, based upon course-level and grade-level standards of the Texas Essential Knowledge and Skills curriculum. Credit earned toward state graduation requirements by a student in an accredited school shall be transferable and accepted by any other school district in the state. *19 TAC 74.26(a)(1)(c)*

Unless credit is awarded by the attendance committee or regained in accordance with District policy, a student shall not be given credit for a class if the student is not in attendance for at least 90 percent of the days the class is offered. *Education Code 25.092*

ARANSAS PASS ISD POLICY EI (LOCAL)

If a student in grades 9 – 12 earns in a two-semester course a first semester grade of 60 – 69, the student shall be granted full credit for the year if the second semester grade is high enough to make a passing grade when the two semester grades are averaged.

If a student passes the first semester of a two-semester course and fails the second, the student shall be awarded credit for the first semester only and shall be required to repeat the second semester.

If a student fails the first semester of a two-semester course with a grade lower than 60, or if the second semester grade is not high enough to make a passing grade when the two semester grades are averaged, the student shall be required to repeat the first semester.

When a student earns a passing grade only in the second semester of a two-semester course and the combined grade for the two semesters is lower than 70, the District shall award the student credit for the second semester with the passing grade. The student shall be required to retake only the first semester in which he or she earned the failing grade. (EI Local)

Based on evaluation of advanced knowledge and skills, students may be placed in the Advanced Placement (AP) language course of any language other than English such as Spanish, French, or German. Students may earn up to four high school credits based on performance in the course and the score achieved on the College Board's Advanced Placement Exam. Credit shall be awarded based on the following schedule:

1. Earning a passing grade in the AP course (Level IV) and a score of 3, 4, or 5 on the AP exam awards credits for Levels I, II, III, and IV (four credits).
2. Earning a passing grade in the AP course (Level IV) and a score of 2 on the AP exam awards credits for Levels I and II (two credits).
3. Earning a passing grade in the AP course (Level IV) and a score of 1 on the AP exam awards credit for Level I (one credit).

Aransas Pass ISD Guidelines

Numeric grades shall be used in marking all papers, tests, or other assignments and shall be recorded in the grade book and on the report card.

Teachers of students in ninth and tenth grade level courses shall consider correct spelling, punctuation, grammatical usage, and other elements of proper written communication when grading tests, papers, etc. If rough drafts or assignment in **courses other than language arts** are required to be submitted for teacher review prior to the final draft, they shall be marked for spelling and grammar errors and students shall be given opportunities to make corrections. Grade penalties of one point per error shall be assigned only on final drafts / assignments / tests and shall **not exceed 20 points** on any one assignment / test. **In the area of English language arts, teachers shall continue to grade as most appropriate for their subject and the assignment given.**

Teachers of students in junior and senior level courses shall consider correct spelling, punctuation, grammatical usage, and other elements of proper written communication when grading tests, papers, etc. If rough drafts or assignments in **courses other than language arts** are required to be submitted for teacher review prior to the final draft, they shall be opportunities to make corrections. Grade penalties of two points per error shall be assigned only on final drafts / assignments / tests and shall not exceed **30 points** on any one assignment / test. **In the area of English language arts, teachers shall continue to grade as most appropriate for**

their subject and the assignment given.

Teachers of Limited English Proficient students shall grade for English grammatical usage at the level of the student's written English proficiency. Full implementation of the grading regulation will occur when the student is exited from the Bilingual / ESL program by the LPAC committee.

SIX-WEEK AVERAGES: GRADES 9 – 12

Academic Classes

In averaging grades for each reporting period, the following formula shall be used in all subject areas:

1. **Daily work = 50%** of grade. The daily work must include a minimum of **2 daily grades per subject / per week** obtained from daily papers, notebooks, quizzes, homework assignments, teacher observations of participation, skills, demonstrations or performances, short compositions, etc. These grades should all be at the independent practice or summative evaluation stage of the lesson cycle and not grades taken during guided practice.

No more than 20% of the daily grades in each grading period shall be from homework.

2. **Academic Major assignments and / or tests = 50%** of grade. This category must include one 3 week assessment, 3 unit, chapter, or skills assessments and / or major assignments addressing the Texas Essential Knowledge and Skills such as projects, major reports / compositions, journals, notebooks, and portfolios. Science grades will be derived from 50% test, 30% major labs, and 20% daily assignment grades.

Notebooks as major assignments cannot be simply a compilation of previously graded material.

No more than 2 major grades in each grading period shall be home projects.

Pre-Advance Placement Classes

In averaging grades for each reporting period, the following formula shall be used in all subject areas:

1. **Daily work = 40%** of grade. The daily work must include a minimum of **2 grades per subject / per week** obtained from daily papers, notebooks, quizzes, homework assignments, teacher observations of participation, skills, demonstrations, or performances, short compositions, etc. These grades should all be at the independent practice or

summative evaluation stage of the lesson cycle and not grades taken during guided practice.

No more than 20% of the daily grades in each grading period shall be for homework.

2. **Major assignments and / or tests = 60%** of grade. This category must include one 3 week assessment, 3 unit, chapter, or skills assessments and / or major assignments addressing the Texas Essential Knowledge and Skills such as projects, major reports / compositions, journals, notebooks, and portfolios. Unit assessments for science shall be assigned a value of 40% and laboratory assignments which are derived and performed solely by the students shall be assigned a value of 20%.

Notebooks as major assignments cannot be simply a compilation of previously graded material.

No more than 2 major grades in each grading period shall be home projects.

SEMESTER AVERAGES: GRADES 9 – 12

The semester average is the average of the grades for the three six weeks and the semester examination. It cannot be “adjusted” up or down to reward or punish attendance or effort or for any other reason.

A teacher shall not change the first semester’s grade of a full-year course based upon performance during the second semester.

The average of the three six weeks’ grade counts as 85% of the semester grade. The semester exam grade counts as 15% of the semester grade.

The semester average shall be calculated as follows:

- Step 1: Average three six weeks’ grades**
- Step 2: Multiply the average of three six weeks grades by .85**
- Step 3: Multiply the semester exam grade by .15**
- Step 4: Add 85% of semester average and 15% of semester exam to calculate semester grade**

Example:

- Step 1:** 1st six weeks grade: 89
2nd six weeks grade: 92
3rd six weeks grade: 94
 $89 + 92 + 94 = 275$
 $275 \div 3 = 91.7$

- Step 2:** $91.7 \times .85 = 77.9$

- Step 3:** Semester Exam Grade: 95
 $95 \times .15 = 14.3$

- Step 4:** $77.9 + 14.3 =$ **92.2**

FINAL GRADE CALCULATION

SEMESTER EXAMINATIONS: GRADES 9 – 12

Aransas Pass ISD Guidelines

The semester examination shall be a locally developed examination based on the Texas Essential Knowledge and Skills for the entire semester.

ACADEMIC DISHONESTY

ARANSAS PASS ISD POLICY EIA (LOCAL)

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

Aransas Pass ISD Guidelines

Any party found to be involved in academic dishonesty will receive a zero on the assignment or test on which academic dishonesty occurred and shall be subject to disciplinary action as specified in the Student Code of Conduct.

CREDIT RECOVERY AND RETENTION APPEALS

ARANSAS PASS ISD EIE (LEGAL)

A student who does not meet District standards or policies for promotion on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade-level shall be eligible for credit recovery options and retention appeals

If the student's parent presents a written request to the school principal asking that the student not be promoted, the principal shall hold a formal meeting with the parent, the teacher, and the counselor, as soon as practicable after receiving such a request. During the meeting, the principal, teacher, or counselor shall explain the possible effects of not promoting a student. If the parent withdraws the request after the meeting, the student shall be promoted, and the District shall continue to use innovative practices to ensure that the student is successful in school in succeeding school years. *Education Code 29.082(e),(f)*

Retention Appeals

For provisions regarding retention appeals for students in grades 5 and 8 see EIE (Legal) regarding grade placement committee functions and processes.

For grades not included above, all retention appeal requests must originate at the student's campus. Upon receipt of the written appeal, the campus shall collect documentation and background information and determine whether it is appropriate to forward the appeal request to the Superintendent or designee for further review. A campus decision not to forward the appeal request to the Superintendent or designee for further review is not eligible for further appeal. The Superintendent or designee will review the request and attached information and grant or deny the appeal. Appeals denied by the Superintendent or designee may be appealed to the Board.

Credit by Examination EHDB (Local)

Students who have been denied credit or promotion for any reason may use credit by examination with prior instruction to demonstrate mastery in any subject in elementary grades or to earn credit in any academic course at the secondary level.

CLASS RANKINGS: GRADES 9 – 12

ARANSAS PASS ISD POLICY EIC (LOCAL)

The District shall include in the calculation of class rank grades earned in all high school credit courses regardless of when the credit was earned, unless excluded below.

The calculation of class rank shall exclude grades earned in or by:

- an assigned remediation or tutoring course;
- Edgenuity Credit for credit recovery, credit protection, or early graduation credit acceleration;
- a local credit course;
- a course for which a pass/fail grade is assigned;
- credit by examination, with or without prior instruction;
- courses substituted for physical education;
- Summer school.

In addition, the calculation of class rank shall exclude grades earned through:

- distance learning, unless the grade is earned in a course taken through the Texas Virtual School Network (TxVSN) or earned in a distance learning course either assigned to the student by the District or offered as a course option along with traditional District courses;
- dual credit courses taken anywhere other than the District high school.

The District shall publish in the student handbook the list of designated advanced courses.

The District shall record weighted numerical grades on student transcripts.

The following weighted factors shall be multiplied by the semester grade to determine each semester's weighted grade average:

Category	Weight
Dual Credit College Courses	Multiplied by 1.15
College Board Advanced Placement	Multiplied by 1.15
College Board Pre-Advanced Placement	Multiplied by 1.10
Regular Courses	Multiplied by 1.0
Special Education	Multiplied by 1.0

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

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the fifth six-week grading period of the senior year.

The final class rank, calculated after posting of grades earned during the sixth six week-grading period of the senior year, shall be posted on the student's transcript.

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)]

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 the District high school for the four consecutive semesters immediately preceding graduation; and
2. Have completed the Foundation Program plus Endorsement Program or the Distinguished Achievement Program for graduation.

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

The District shall recognize the following students individually at the graduation ceremony:

1. Top ten students of the senior class based on GPA;
2. Top ranked student in senior class based on GPA (valedictorian); and
3. The second ranked student in senior class based on GPA (salutatorian).

Credits earned for high school classes prior to promotion to the ninth grade shall count toward graduation credit and class rank.

HONOR ROLL

Aransas Pass ISD Regulations

Students in grades 1 through 12 will be placed on the “A” Honor Roll each six weeks if they achieved 90 or above in all academic subjects.

Students in grades 1 through 12 will be placed on the “A-B” Honor Roll each six weeks if they achieved 90 or above in at least one academic subject and 80 or above in all other academic subjects.

Academic grades reflect mastery of the Texas Essential Knowledge and Skills in content areas, music, physical education, and art. Only academic grades are used in placing students on the honor roll. Grades for conduct are not counted when determining eligibility for the honor roll.

ACADEMIC ACHIEVEMENT RECORD

ARANSAS PASS ISD POLICY EI (LEGAL)

The award of credit for a course affirms that a student has satisfactorily met state and local requirements. *19 TAC 74.26(a)*

The District may offer courses designated for grades 9 – 12 in earlier grade levels. Credit must be awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student received instruction in the course or the grade level at which proficiency was attained. The academic achievement record shall reflect that students have satisfactorily completed courses at earlier grade levels from grades 9 – 12 and have been awarded state graduation credits. *19 TAC 74.26(b)*

In accordance with the District's local policy, a student who is able to successfully complete only one semester of a two-semester course can be awarded credit proportionately. *19 TAC 74.26(d)*

Unless credit is awarded by the attendance committee, or regained in accordance with a principal's plan [see FEC], a student may not be given credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered. *Education Code 25.092*

Credit for courses for high school graduation may be earned only if the student received a grade equivalent to 70 on a scale of 100, based upon the Texas Essential Knowledge and Skills of each course. Credit earned toward state graduation requirements in an accredited school district shall be transferable and must be accepted by any other school district in the state. *19 TAC 74.26(a)(1), (c)*

The District shall use the academic achievement record (transcript) form designated by the State Board. This form shall serve as the academic record for each student and shall be maintained permanently by the District.

Any credit earned by a student must be recorded on the academic achievement record, regardless of when the credit was earned. A student's performance on a state assessment, including an end-of-course assessment instrument required under Education Code 39.023(c) [see EKB], must be included in the student's academic achievement record.

Copies of the record shall be made available to students transferring to another district. The information may be provided to the student or to the district to which the student is transferring, or both. The District shall respond promptly to all requests for student records from receiving districts. [See also FD, FDA, and FL] *Education Code 28.025(e), 39.023(c-5); 19 TAC 74.14(b)–(c), 101.81(c)*

ARANSAS PASS ISD POLICY EI (LEGAL)

The District shall not issue certificates of coursework completion to students who fail to meet all state and local requirements for graduation.

GRADE REPORTING REGULATIONS SECONDARY EDUCATION

Responsibility

The responsibility for the correctness of the grade reports issued each six weeks lies with the teachers and the school principal. Each principal shall designate either himself / herself or an assistant principal as the person who will oversee and monitor the grade reporting procedures.

Scheduling

Since no grade report can be accurate unless student schedules are accurate, campus personnel must establish procedures to keep student schedules up to date.

Schedule Changes From One Subject To Another

If student schedules are changed after the ninth class day for a reason determined by the Superintendent or designee to be extenuating, then the rules in the grading regulations regarding late enrollment in a course will apply (If the change is from one subject area to another).

Schedule Changes Involving the Same Course

Schedule changes within a semester in the same course that result only in a change in teacher may be approved by the principal if circumstances are extenuating. In such cases, the previous teacher shall be instructed to provide the receiving teacher with a record of grades (by category) and attendance to date and any files of the student's work. The receiving teacher shall then be responsible for updating the student's record on his or her roster. Each school shall establish a procedure to assume that grades are appropriately transferred.

Special Education

ARD committees sometimes place students in special education classes during the semester. When this occurs, the ARD committee must take great care to assign students to parallel courses for at least the duration of the semester. In these cases, the previous teacher provides the receiving teacher the record of grades and the student files as outlined above.

Lists of Failures: Eligibility

The campuses will generate a list at the end of the first six weeks of the school year and at the end of each six weeks thereafter of those students who failed one or more courses. These lists will be the official lists of students who are not eligible for extra-curricular participation. They must, therefore, be absolutely accurate. Each school shall develop a procedure to insure that teacher, sponsors, and coaches are provided a list of ineligible students at each eligibility checkpoint.

Lists of Failure: “At-Risk Students”

Students who fail two or more courses in any one semester are defined by law as “at-risk” and must receive appropriate services. Options may include, but not be limited to, alternative education programs, retention, counseling, tutoring, summer school, referrals to other service providers, etc. Each campus must document the services provided to each of these students. Such documentation is the responsibility of the campus counselor under the Director of Special Education.

Report Cards

Report cards are distributed each six weeks according to each campus’ plan for distribution to parents. The sixth six weeks report card will be mailed to parents.

Semester Grades

The computer will calculate each student’s semester average according to the Districts formula as established in the grading regulations.