



SECONDARY

GRADING & REPORTING

EIE & EIE LOCAL (REGULATIONS)

2019 - 2020

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In accordance with Title VI - Civil Rights Act of 1964; Title IX - Education Amendment of 1972; Section 504 - Rehabilitation Act of 1973; and Title II – Americans with Disabilities Act of 1992, the Boerne Independent School District does not discriminate on the basis of race, color, religion, gender, national origin, age or disability.

FORWARD

Grading is the process by which a teacher assesses student learning and progress towards mastery of course objectives as aligned with the [Texas Essential Knowledge and Skills \(TEKS\)](#). Grading is part of the teaching and learning process. This process includes establishing clear learning goals and setting standards and evaluative criteria which guide student learning so changes in instruction are based on assessment data. Additionally, the grading process should provide clear and consistent feedback to students to focus them to ultimately take responsibility for their own learning.

Reporting is the process by which the teacher communicates information to students and parents/guardians about student mastery of course content and skills. The formal reporting process includes checklists, report cards and progress reports, and may also include a combination of anecdotal notes, emails, telephone conversations, and conferences, as appropriate.

The purpose of this manual is to present a consistent set of grading and reporting regulations. The regulations adhere to the requirements of the [Texas Education Code \(TEC\)](#), the [Texas Administrative Code \(TAC\)](#) and [Boerne ISD Board policies and regulations](#).

This manual

- describes the District's grading system which all teachers will implement
- encourages a better understanding of grading, reporting, and promotion by teachers, parents, and students
- fosters consistency in grading and reporting student achievement and in promotion and retention practices across the District [\[EIE\(LOCAL\)\]](#)

Teachers, students, and parents/guardians should understand the impact of grades on high school class rank. [\[EIC\(LOCAL\)\]](#).

GRADING PHILOSOPHY

Teachers use grading as part of the intricate process of learning. Using the TEKS as the foundation of the curriculum, they begin by thoughtfully considering what the students already know and what they need to learn.

Teachers

- construct assignments and tests that will both teach and assess students' learning
- establish fair, clear standards and criteria and apply those criteria consistently to student work
- use previously disclosed rubrics when assessing the students' skills
- offer feedback to their students in the form of comments and grades
- provide meaningful opportunities within the classroom setting for their students to assess their own work
- use what they learn from the grading process to improve their teaching

Standards-based tests and quizzes yielding numerical grades represent only one aspect of evaluating student learning. Complete grading calls for multiple assessment techniques, such as performances, portfolios, projects, presentations, learning logs, journals, surveys, interviews, simulations, and role playing. Using many different evaluation strategies will elicit more opportunities for student success.

As lifelong learners, students must be prepared for college and the workforce. The teacher will create and sustain a learning environment by basing grades on the student's knowledge and skills as demonstrated by a wide variety of assessments.

In compliance with [Texas Education Code §28.0216](#), grading in Boerne ISD

- must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment
- may not require a classroom teacher to assign a minimum grade for an assignment without regard for a student's quality of work
- may allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade

By law in the State of Texas, 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 school district grading policy. [[DGBA\(LEGAL\)](#) and [FNG\(LEGAL\)](#).]

In addition, grading should help the teacher

- communicate progress to the student and parent on the mastery of the TEKS
- appraise the effectiveness of teaching strategies and modes of instruction
- evaluate strengths and needs of each student
- determine if credit will be awarded

Grading should help the parents/guardians

- understand their child as a learner
- be knowledgeable about the student's progress towards the mastery of the TEKS
- guide the student in making academic progress
- encourage the student to give maximum performance in academic areas

Grading should help the student

- evaluate and see personal progress towards the mastery of the TEKS
- recognize how work may be improved
- set his/her goals for future learning

STUDENT MASTERY OF LEARNING

As used in these regulations, the term *mastery* is the attainment and demonstration of knowledge and skills necessary for academic success. Grades earned reflect the degree to which students attain mastery in any given class. Further, student mastery implies foundational understanding necessary in developing skills and processes on a continuum from simple to complex.

Teachers rely on the state Texas Essential Knowledge and Skills (TEKS) as reflected in the District scope and sequence and curriculum guides, and/or advanced course curricula to determine the content on which mastery is based. This mastery is supported by research-based instructional practices, available technology, community resources, and textbooks. Pulling from the vast range of resources, the teacher creates lessons that reflect the TEKS being targeted and include strategies appropriate for the learning of all students.

Teachers use a variety of formative and summative assessments to provide students with multiple opportunities to demonstrate mastery of content and skills being taught. Assessments may include but are not limited to student performances and projects, teacher observation of developmental skills, work samples, oral interviews, written assignments, teacher-made tests, and District benchmark assessments. Grading strategies will also differ depending on whether or not a teacher is instructing in skills, content, theory, processes, or products.

Demonstrating mastery at one point in time does not ensure lifelong mastery, nor does it relieve teachers of the responsibility of reviewing content as part of ongoing instruction.

STATE ASSESSMENTS

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR)

The [State of Texas Assessments of Academic Readiness \(STAAR\)](#) is designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills at each tested grade level. A major component of the STAAR testing program ties performance on STAAR Reading and Math to grade advancement at grade 8. Every STAAR assessment is directly aligned to the TEKS and is administered at the following middle school grade levels:

Grade	Test Administration
6	Mathematics and Reading
7	Mathematics, Reading, and Writing
8	Mathematics, Reading, Science, and Social Studies

High school students are required to take five end-of-course (EOC) examinations and achieve the Approaches Grade Level as a graduation requirement for the following courses: Algebra I, English I, English II, Biology, and U.S. History. Students failing any portion of the state assessment program will be assigned accelerated instruction (tutorials) and/or specifically designed electives in that subject area to better prepare them for the next assessment administration. A Personal Graduation Plan will be developed by the counseling department for any student who has failed any part of the state's assessment program. For more information, see [EOC Assessment webpage](#) and [STAAR Assessments FAQ](#).

The STAAR program includes assessments that address students receiving special education services and also for English learners (ELs) who meet particular participation requirements:

- Assessments for Students Receiving Special Education Services: [STAAR Alternate 2](#)

Additionally, English Learners (EL) students, including parent denials, must participate in the [Texas English Language Proficiency Assessment System \(TELPAS\)](#). Each student must be tested in listening, speaking, reading and writing.

STAAR Readiness and Supporting Standards

STAAR also assesses the state-mandated TEKS curriculum but at greater depth and rigor. At tested grade levels and content areas, the TEKS have been divided into Readiness Standards and Supporting Standards.

- In general, Readiness Standards are essential for success in the current grade or course; are important for preparedness for the next grade or course; support college and career readiness, necessitate in-depth instruction; and, address broad and deep ideas.
- In general, Supporting Standards may be introduced in the current grade or course and emphasized in a subsequent year; may be emphasized in a previous year and reinforced in the current grade or course; may play a role in preparing students for the next grade or course but not a central role; and, may address more narrowly defined ideas.

Readiness, Supporting and Process Standards are identified in the assessed curriculum documents, which are posted on the TEA Student Assessment website at [STAAR Resources](#).

STAAR Performance Levels

The four STAAR Performance Levels, as determined by TEA, are described below.

Masters Grade Level: Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Meets Grade Level: Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

Approaches Grade Level: Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

Did Not Meet Grade Level: Performance in the category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate sufficient understanding of the assessed knowledge and skills.

STAAR Alternate 2 assessment labels are as follows and policy definitions can be found at [STAAR 2 Alternate](#)

- Level I: Developing Academic Performance
- Level II: Satisfactory Academic Performance
- Level III: Accomplished Academic Performance

STAAR EOC GRADUATION REQUIREMENTS FOR SPECIFIC POPULATIONS

Middle School

Students who take high school core courses while enrolled in middle school will be required to take the applicable EOC assessments required for those courses. The EOC scores will be recorded on the student's transcript.

Students Transferring from Out-of-State, Out-of-Country, or Private School

A student who receives high school credit out-of-state or country or from a private school for a course assessed by STAAR is

- Required to take the corresponding assessment if the Texas school district does not accept the course credit.
- Required to take the corresponding assessment if (1) the student is graduating on the Foundation High School Program and (2) the credit was earned after September 1, 2014, even if the Texas school district accepts the course credit from the school in which the course was taken.
- Not required to take the corresponding assessment if (1) the Texas school district accepts the course credit from the school in which the course was taken, (2) the student is graduating on the Foundation High School Program, and (3) the credit was earned prior to September 1, 2014.
- Not required to take the corresponding assessment if (1) the Texas school district accepts the course credit from the school in which the course was taken and (2) the student is graduating on the Minimum High School Program, Recommended High School Program, or the Distinguished Achievement Program.

Students Enrolled as a Foreign Exchange Student

A foreign exchange student is required to take STAAR EOC assessments for courses in which he/she is enrolled. However, the student is not required to retest unless he/she is planning to earn a Texas high school diploma.

Students Enrolled in Advanced Placement Courses

Students who earn Texas high school course credit through an AP course that is substituting for a TEKS-based course required for graduation (e.g. AP biology instead of TEKS-based biology) are required to take the STAAR EOC assessment. However, if the student is taking the AP test, the student may be able to use the AP test score instead of the STAAR EOC assessment score to fulfill his/her biology testing requirements for graduation.

Students Enrolled in Distance Learning Programs, Correspondence Courses, or Dual Credit Courses

Students who earn Texas high school course credit through distance learning programs (e.g. the Texas Virtual School Network), correspondence courses, or dual credit courses are required to pass all five STAAR EOC assessments to fulfill their testing requirements for graduation.

Students Receiving Credit through Credit-by-Examination (CBE)

If a student uses CBE to gain credit for a course in which he or she has had some prior instruction based on TAC §74.24(c)(9), the student is required to pass the corresponding STAAR EOC assessment. However, if a student uses CBE to gain credit for a course in which he or she has had no prior instruction based on TAC §74.24(c)(5), the student is not required to take the corresponding STAAR EOC assessment. More information about CBE can be found in [TAC 74.24](#).

GRADING OVERVIEW

Grades will reflect a student's progress in a well-balanced, TEKS-based curriculum. Lessons may consist of oral, written, and participatory activities that encompass higher order thinking skills. The foundation curriculum includes English language arts/reading, mathematics, science, and social studies. The enrichment curriculum includes fine arts, health, physical education, and technology integration and, to the extent possible, Languages Other than English (LOTE). The teachers will differentiate instruction to support students' mastery of the required content.

At the beginning of the school year, or later in the school year as new students enroll, the teacher will inform students and parents/guardians of how grades will be determined in a particular class. Teachers will inform students in advance of the grading criteria or rubrics to be used in evaluating major assignments.

DETERMINING STUDENT GRADES

- A. The student's demonstration of mastery of the instructional expectations as aligned in the TEKS for grade-level subjects or courses shall be the major factor in determining the student's grade for a subject or course. [\[EIA\(LOCAL\)\]](#)
- B. Grades will be sufficient in number and category, e.g. daily assignments, quizzes, and tests, to reflect an accurate measure of a student's progress and achievement. Standards may vary from course to course or level to level within a department. (See page 25 for the District Grading Standards)
- C. No "blanket" grades are to be used. A blanket grade is giving every student in the class the same grade for an assignment without regard to individual achievement.
- D. **Each department, in conjunction with campus administrators, will develop guidelines and communicate to parents and students at the beginning of the school year.** In order to obtain a grade average for a particular grading period that is a fair assessment of the student's achievement, a teacher may employ one or more of the *campus- and/or department-approved* options listed below. Examples include:
- Allowing students the opportunity to do additional work within the grading period.
 - Canceling the lowest grade in a category before averaging.
 - Including a participation grade when appropriate to the learning objective, e.g. oral responses in a LOTE class.
- E. The actual numerical grade will be recorded in the student's permanent cumulative records. The grades recorded on the permanent record are semester averages. [\[EIA\(LOCAL\)\]](#)
- F. Cooperative learning structures may be used as an instructional strategy in order to encourage academic achievement in a team context. The rubric or grading standards for a cooperative activity or project will be shared with the students in advance indicating whether they will be graded for individual academic achievement, team achievement, or both.
- G. The responsibility for grading belongs with the teacher. While peer review, e.g. peer editing and marking, can be a valuable learning activity, students will not grade tests, quizzes, or other major assignments. Peer marking of homework and/or other assignments is acceptable, but the teacher must review the work before assigning the final grades. Students must not have access to or record other students' grades.
- H. Grades which are identifiable by individual students must not be posted or announced publicly by teachers or students.

- I. A student's academic grades will not be affected by non-academic behavior or adherence to procedural rules, e.g. using the proper heading, using a certain color of ink, bringing certain supplies to class, or returning of signed forms/papers. Behavior and adherence to classroom rules will be evaluated under "Conduct/Citizenship" on the report card.
- J. Student work is graded and the grades recorded in a timely manner in order to provide feedback to students and parents. Teachers will have grades entered one week from the due date and two weeks from the due date for special projects and written assignments.
- K. Common assessments for which instruction has been provided may be used in calculating student grades.
- Common assessments, which may include mini-assessments, are designed to measure student mastery of the taught curriculum (TEKS) at the end of a major unit of study, nine week grading period, or semester.
 - Common assessments are the result of a collaborative effort between teachers to improve instruction and gain data to respond to the diverse needs of students.
 - Common assessments include establishing test administration standards that are consistently applied by campus or department. Common test procedures may include the use of instructional materials, such as study guides, textbooks, and note cards.
- L. Diagnostic benchmarks are administered to provide data on TEKS mastery toward STAAR preparation and to determine differentiated interventions that meet student needs. Diagnostic benchmark scores may not be used in calculating student grades.
- M. Students found to have engaged in academic dishonesty are subject to grade and disciplinary penalties in accordance with the Student Handbook and Student Code of Conduct. Academic dishonesty includes cheating or copying 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. [\[EIA\(LOCAL\)\]](#)
- N. A student may not be given credit for a class unless the student is in attendance at least 90% of the days for each semester after the first date of enrollment in the District. A student, who is in attendance for at least 75%, but less than 90% of the days a class is offered, may be given credit if the student completes a plan approved by the principal that provides for the student to meet the instructional requirement of the class. [\[FEC\(LEGAL\)\]](#)

Grade Calculation, GPA, and Semester / Final Credit

Grade 12: All High School Courses

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Grades 9-11: All non-EOC-tested Courses

- A. Semester Averages and Credit for non-EOC-tested courses will be determined as follows. Semester averages will be used to determine course credit. Semester averages, including applicable weighted points for Tier 1, 2, and 3 courses, will be included in the student's adjusted grade average for calculating class rank.
- $1^{\text{st}} \text{ 9 Weeks (42.5\%)} + 2^{\text{nd}} \text{ 9 Weeks (42.5\%)} + \text{Semester Exam (15\%)} = 1^{\text{st}} \text{ Semester Average}$
 - $3^{\text{rd}} \text{ 9 Weeks (42.5\%)} + 4^{\text{th}} \text{ 9 Weeks (42.5\%)} + \text{Semester Exam (15\%)} = 2^{\text{nd}} \text{ Semester Average}$
- B. Credit is awarded for a semester average that is ≥ 70 . Semester grades shall be averaged to award one full unit of credit if the yearly average is ≥ 70 .

Grade Calculation, GPA and Semester / Final Credit

STAAR EOC-tested Courses

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Middle School Students Enrolled in an EOC-tested Course

- A. Semester Averages and Credit for the EOC-tested courses will be determined as follows. Semester averages will be used to determine course credit. Semester averages, including applicable weighted points Tier 1, 2, and 3 courses, will be included in the student's adjusted grade average for calculating class rank for students in grades 9-12.
- $(1^{\text{st}} \text{ 9 Weeks (50\%)} + 2^{\text{nd}} \text{ 9 Weeks (50\%)}) \div 2 = 1^{\text{st}} \text{ Semester Average}$
 - $(3^{\text{rd}} \text{ 9 Weeks (50\%)} + 4^{\text{th}} \text{ 9 Weeks (50\%)}) \div 2 = 2^{\text{nd}} \text{ Semester Average}$
- B. Credit is awarded for a semester average that is ≥ 70 . Semester grades shall be averaged to award one full unit of credit if the yearly average is ≥ 70 .

GRADING IN SPECIAL PROGRAMS

Dual Language, Bilingual, and English as a Second Language (ESL) Programs

- A. EL students are not exempt from grades. In order for EL students to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated. The accommodations must be commensurate with the student's level of English Language proficiency.
- B. All EL students participating in an ESL program must receive grades based on grade level expectations and English Language Proficiency Standards (ELPS) utilizing the Sheltered Instruction Observation Protocol (SIOP) framework whenever possible to improve student understanding of concepts. Teachers should consider the content being assessed, the linguistics accommodations checklist, and the appropriate proficiency level descriptors.
- C. The Skyward gradebook system allows the teacher to leave the grade blank or to select "Exclude" for EL students, particularly new arrivals to the country or those at the A & B proficiency levels. Selecting "Exclude" is the preferred option as doing so indicates that the grade is deliberately omitted by the teacher.

- D. English Language Learners (EL) students should not have failing grades based only on their inability to speak English.
- E. A campus Language Proficiency Assessment Committee (LPAC) representative must review teacher documentation of routinely utilized accommodations a minimum of once per grading period.
- F. The LPAC must make recommendations for additional appropriate instructional and assessment accommodations, if necessary. Accommodations for EL students include extra time for assignments and tests, shorter assignments and tests, oral quizzes, peer assistance, use of bilingual dictionaries, reading the directions to the students, and use of visual aids.

Fine Arts

- A. Grades for Fine Arts students will be determined with regard to mastery of the TEKS for the particular course, including performance. While performance is not the only component considered during assessment/evaluation, it is a legitimate part of assessment.
- B. If a performance is the culminating activity based on implementation of the TEKS, a grade may be given for participation or nonparticipation. Extenuating circumstances shall be considered when a student misses a performance but shall not necessarily be the final determinative criteria.

Section 504 and Dyslexia Programs

- A. Students identified for dyslexia programs who are served through special education or §504 will be graded as all other general education students with appropriate accommodations/modifications through their Individual Education Plan (IEP), Individual Accommodations Plan (IAP), or through their Section 504 Plan.
- B. The report card may not contain statements of accommodations provided for students identified under Section 504 as such accommodations are intended to provide a floor of access. The student's grade is reported on the report card in the same way as grades are reported for all students.

Special Education Programs

- A. Any variations in District grading procedures should be related to the student's specific disability, which shall be determined by the Admission, Review, and Dismissal (ARD) committee and included in the student's Individual Education Plan (IEP).
- B. The level of instruction in the TEKS and content expectations should be clearly articulated in a student's IEP, along with accommodations and/or modifications related to measuring mastery. This information is critical for teachers to develop appropriate classroom evaluations and to make decisions regarding statewide assessments.
- C. Grades for students in special education will be based on performance that demonstrates progress toward mastery of the TEKS following the application of the ARD-recommended accommodations and/or modifications intended to increase the potential for successful student learning.
- D. Report card grades can be reported by the special education teacher, the general education teacher, or a combination of both as determined by the ARD committee.
- E. The report card may not contain statements of accommodations and/or modification provided to students. Such accommodations and/or modifications are intended to provide a floor of access for students with disabilities and to level the playing field so that they can compete with students without disabilities. The student's grade is reported on the report card in the same way as grades are reported for all students.

- F. In addition to the report card, all students in special education receive a nine-week progress report which describes their progress on specific IEP goals and/or objectives. This report is completed by special education staff with input as appropriate from general education teachers.
- G. Students in special education who have completed all requirements for the Minimum High School Program for those who entered grade 9 prior to 2014-15 or the Foundation Graduation Plan for those who enter graded 9 in 2014-2015, credits and state assessments, and who are continuing with IEP goals will be evaluated by pass/fail for courses, as determined by local grading guidelines. As long as a student in special education is enrolled to complete his/her IEP goals, the student must be included in the class rank denominator; consequently, the student could be reclassified as a senior for multiple years.
- H. For all BISD Elementary and High School Life Skills Participation and Academic Rubrics please see pages 24 and 25 in this manual.

GRADING SYMBOLS

- A. The grades recorded on progress reports and report cards will be numerical averages utilizing a 0-100 scale.

90 – 100	A: Excellent
80 – 89	B: Above Average
70 – 79	C: Average
69 and below	Failing – a parent conference is necessary
- B. Additional notations seen on reports may include the following:
 - **EXCUSED**
A teacher may select “Exclude” in the Skyward gradebook system to indicate that a grade for a particular assignment is not required due to extenuating circumstances, such as a prolonged illness or EL students with A or B oral proficiency levels.
 - **INCOMPLETE**
“I” is assigned by the teacher to indicate incomplete student work due to extenuating circumstances, such as a prolonged illness, which should be made up within two weeks from the close of the grading period. Incomplete grades not made up after two weeks will be converted to a grade of zero. Extensions beyond the two-week period must be approved by the principal and will be considered on an individual basis.
 - UIL rules state that a student remains eligible if he/she drops a class in which the grade is below 70 before the end of the fourth week of school. UIL rules also specify that an “Incomplete” must be replaced with a passing grade within seven calendar days of the close of the grading period in order to for the student to be eligible for extracurricular activities.
 - **MISSING**
“M” is assigned by the teacher to indicate that a grade is missing. The “M” averages in as a zero unless and until it is removed by the teacher. The “M” is a useful tool to inform a parent that his/her student has a late assignment that may still be turned in for a late grade. If the student does not turn in the assignment by the time determined by the teacher, the zero indicates that the window of opportunity for submitting the late assignment has closed.

C. Transfer Grades

- When a student transfers grades for properly documented courses from an *accredited school*, the campus will assign weight to grades based on the categories and grade weight system used if similar or equivalent courses are offered to the same class of students.
- When a student transfers from a *non-accredited school, including a home school*, the District will accept and/or assign grades through course verification and the grade will be recorded in Tier 3 or Tier 4.
 - Example: A student enrolls with credits and grades reported from a non-accredited school/homeschool and the parent provides supporting documentation, e.g. portfolio, curriculum documents, etc. The campus may administer available assessments, such as semester exams, to confirm the student’s mastery of TEKS. If the course verification grade is comparable to the grade provided by the parent, course credit is awarded and the grade provided by the parent is included in Tier 3 or Tier 4. **Transfer grades from a non-accredited school, including a home school, are not applicable for Tier 1 and Tier 2.**
 - If the course verification assessment differs significantly from the grade provided by the parent, the student has not demonstrated TEKS mastery; therefore, credit is not awarded and the student is enrolled in the applicable course(s).
 - When credit-by-exam (CBE) assessments are administered, course credit is awarded when the grade is 80 or above (*with no prior instruction*) or 70 or above (*with prior instruction*). For students who enter 9th grade in 2014-15 and thereafter, the CBE assessment grade is recorded in Tier 4. [\[EIC\(LOCAL\)\]](#)
- Transfer alpha grades are converted to numerical values as seen below. For all other conversions, counselors should consult the sending school district for the conversion scale. [\[EIA\(LOCAL\)\]](#)

A+ = 100	B+ = 89	C+ = 79	D+ = 74	
A = 95	B = 85	C = 77	D = 72	
A- = 90	B- = 80	C- = 75	D- = 70	F = 69

- Tier 1, Tier 2, Tier 3, and Tier 4 weighted values are *only* applied to semester grades, not to transfer grades during or at the end of a marking period. A student must remain in the course for the duration of the semester in order to receive the applicable weighted Tier values, e.g. PreAP, AP, Dual Credit, and Practicum-level CTE. A grade change form will document the transferred grade(s).

HOMEWORK

- A. Homework may be guided or independent practice designed to help the student master the content and to extend student learning, and may include written work, studying, preparing for class and/or assessments, and other activities related to classroom work, but assigned to be done at home.
- B. Homework should be directly related to classroom instruction, student needs, and structured to ensure high completion rates.
- C. Students should have prior instruction in the concepts included in a homework assignment and directions for the assignment have been explained.
- D. Homework should be evaluated in a timely manner so that prompt feedback is provided to each student.

- E. The availability of resources and parent/guardian support should be considered when assigning homework in order to ensure the value of the learning process and to avoid presenting a burden to parents or students.
- F. When a student demonstrates mastery of the TEKS on major assessments, homework alone should not be the cause of a failing grade.
- G. Homework is not to be assigned as a disciplinary measure or be assigned as punishment.
- H. Assigning homework/projects over extended holidays within the school year that are due on the first class upon returning will be avoided.
- I. Student responsibilities include understanding that they have a homework assignment(s) before leaving school; taking home all necessary materials to complete the assignment(s); and, completing homework and returning it to the teacher on time.
- J. Parent responsibilities include encouraging good study habits by providing an appropriate environment conducive to studying and a set study time; providing necessary support; and, assisting the child in the return of the homework assignment(s) to the teacher on time.

INTERVENTIONS AND ACCELERATION

- A. For a student in grades 6-12 who has not performed satisfactorily on any section of the STAAR assessment, who is not likely to receive a diploma before the fifth school year following enrollment in grade 9, or who is at-risk of dropping out of school, a Personal Graduation Plan (PGP) must be developed with the participation of the student and the parent/guardian. [Texas Education Code §28.0121 and §29.081](#)
- B. The PGP may determine the program of acceleration, or the Response to Intervention (RtI) team may assist in designing the accelerated instruction. The Response to Intervention (RtI) process should continue to be used for screening and monitoring students who have been identified as non-responders to intervention. Data related to ongoing intervention will be used as the basis for decision making concerning referral for evaluation of a suspected disability.
- C. Interventions occur during the regular school day, as well as during other times determined by each campus. Accelerated Instruction includes:
 - An Individualized Education Plan (IEP) designed by the ARD through Special Education
 - Course and credit recovery programs
 - English Learner (EL) programs
 - Local credit courses to improve academic readiness
 - On-line tutorials
 - Summer school programs
 - Trailer courses
 - Tutorial assistance before, during, and/or after school
 - When an electronic PGP is developed, the plan is to be shared with all appropriate teachers and is to be monitored, updated, and revised, as necessary.

LATE WORK

Each department, in conjunction with campus administrators, will develop and communicate guidelines for assigning a late work penalty. The department/campus guidelines will be shared with students and parents at the beginning of the school year.

- A. Late work is defined as any assignment that is not turned in at the announced due date and time, with the exception of make-up work for excused absences or approved school activities.
- B. Late work turned in after the grading period is over, except for work to make up an excused absence, cannot be counted when determining a student's eligibility for extracurricular activities.
- C. Failing grades due to the application of a late work penalty will not constitute the need for reteaching.
- D. Extenuating circumstances may occur that are out of the student's control and prevent the completion of and turning in assignments on the due date. It is the responsibility of the parent/guardian and student to inform the teacher and/or an appropriate administrator of any such circumstances so that an exception to the rule may be considered and/or granted.

EXTRA CREDIT

If extra credit is given, each department, in conjunction with campus administrators, will develop guidelines that includes the following. The intent of extra credit is for academic enrichment in a class, not to gain mastery of the TEKS.

- Extra credit will not be given for non-academic purposes or procedural rules, such as bringing in school supplies or returning signed forms.
- Extra credit awarded will not account for more than 5% of the student's nine-week average.
- Extra credit will not cause an excessive financial burden on the student.
- Extra credit is offered to all students within the department.

MAKE-UP WORK FOR ABSENCES

- A. Students are required to do all work (assignments, homework, projects, quizzes, and tests) missed as a result of an absence. Even though a student is given the opportunity to make up work missed by excused absences, it is impossible for the student to regain the full benefit of the regular class; therefore, absences should occur only when absolutely necessary.
- B. Make-up work for excused absences will be eligible for full credit. A truant absence is an unexcused absence with disciplinary consequences. Make-up work for unexcused absences will be penalized equal to late work.
- C. Students will be allowed reasonable time to make-up assignments, homework, projects, quizzes, and tests due to absences.
 - In general, *reasonable time* is defined as one class day per class missed after the student returns to the missed class. For example, if a student misses 2nd period on Monday and returns to 2nd period on Wednesday, his/her make-up work is due at the beginning of 2nd period on Friday.

- Extra time may be given at the teacher’s discretion, and the teacher may exempt a student from some assignments if doing so will not negatively impact the student’s ability to master the content or unfairly bias his/her grade. Exceptions may be granted by the principal in extenuating circumstances.
 - For extended absences, make-up assignments shall be made available to students after two consecutive class days of an excused absence.
 - Teachers are to enter an “T” rather than a zero for assignments, homework, projects, quizzes, and projects due to an absence in order to provide the student time to make-up the work.
 - Students are expected to make up an “T” grade for incomplete work within two weeks after the end of the grading period. NOTE: UIL rules specify that an “Incomplete” must be replaced with a passing grade within seven days of the close of the grading period in order for the student to be eligible for extracurricular activities.
 - It is the student’s responsibility to obtain, complete, and submit the missed work in the time allotted. Any assignment not turned in within the allotted time falls within the late work guidelines, and a grade of zero will be recorded for any assignment, project, quiz, or test not made up within the allotted time.
- D. Students will not be required to take a quiz or test on the day returning to class from an absence if the quiz or test was announced during the student’s absence. However, the student will be expected to turn in assignments/projects and take a quiz/test on the day he/she returns to school if the assignment/test and due date were announced prior to the day the student was absent.
- E. Make-up work and tests for all absences should be of the same rigor, but not necessarily the same format, as the original activity, assignment, or test.
- F. Make-up tests or presentations may be scheduled before school, after school, during the lunch period, or during the student’s class period at the teacher’s discretion to ensure that new and/or significant content is not missed.
- G. Students should make prior arrangements with teachers for making up missed work when the absence can be anticipated, i.e. approved school-related activities, dental/medical appointment, court appearance, or college/university visit.
- H. Students placed in an alternative educational program must have assignments completed upon return to the regular school program. Exceptions will be made when there are extenuating circumstances, such as lack of access to science lab equipment.
- I. The District shall not impose a grade penalty for make-up work after an absence because of suspension.

PROMOTION AND RETENTION

- A. Promotion for middle school students is based on the following criteria. [\[EIE\(LOCAL\)\]](#)
- Students must have an overall average of 70 for all courses taken.
 - Students must have a final course average of 70 or above in English Language Arts, Mathematics, Science, and Social Studies. Middle school Reading and English grades will be averaged in order to compute the ELA grade.
 - Students in grade 8 must also pass the Grade 8 STAAR Reading and Mathematics assessments in order to be promoted to grade 9.
- B. Promotion for high school students is based on the following criteria. [\[EIE\(LOCAL\)\]](#)
- Grade-level advancement for students in grades 9-12 shall be earned by course credits.
 - Changes in grade-level classification shall be made at the beginning of the fall and spring semesters.
 - Grade-level advancement requires the following earned state credits for all students entering the ninth grade:
 - Grade 9: 0 – 5.5 credits
 - Grade 10: 6 – 12.5 credits
 - Grade 11: 13 – 18.5 credits
 - Grade 12: 19 credits OR the student is able to enroll in all courses needed to graduate on the Foundation High School Program (FHSP) at the end of the current school year
- C. Graduation and Credit Requirements are as follows:
- All students graduating from high school must meet the minimum credit units required by TEA and any additional graduation requirements as set by the Board of Trustees.
 - In addition to satisfying all course and credit requirements, graduates must also meet state assessment requirements.
 - Course credit may be earned through special credit options, such as correspondence courses, credit-by-exam, summer school, and TxVSN.

REPORTING GRADES

The electronic grade book is the legal repository, is an accurate record of each student's work and achievement, and is electronically archived at the District level. The Parent Portal contains data from the District's electronic grading program and allows parents/guardians with Internet access to view recorded grades, check attendance, and email teachers any time during the school year.

Paper copies may be kept by the teacher as back-up documentation for electronic grade book programs. The grade book or paper copy of an electronic grade book must be turned into the campus administration at the end of each school year.

Progress Reports

- A. Progress reports will be made available through Skyward after the end of the third and sixth weeks of the grading period.
- B. Unless the student is no longer a minor, progress reports must be signed by the parent/guardian and returned to the school when a student's performance in English, math, science, and/or social studies is consistently unsatisfactory. [Texas Education Code §28.022](#)

- C. Teachers must contact parents/guardians any time after the sixth week progress report if the student's previously reported passing average drops below 70, if the student's grade drops significantly (e.g. 95 to 70), or if the student's behavior is unsatisfactory. The teacher will maintain ongoing dialogue and documentation of the communications.

Report Cards

- A. Report cards will be made available to parents/guardians through Skyward at the end of each nine-week grading period and indicate academic progress, citizenship, tardies, and attendance.
- B. When a student is in jeopardy of failing and/or the student's behavior is unsatisfactory, the teacher will request a parent/guardian conference and maintain ongoing dialogue and documentation of the communications,
- C. In compliance with [Texas Education Code §28.022](#), the report card, or other form of written receipt, must be signed by the parent/guardian and returned to the school unless the student is no longer a minor.

Communication with Parents/Guardians

- A. Teachers are expected to conference with parents/guardians, especially those whose students are experiencing difficulties. Whenever a student is in jeopardy of failing or his/her behavior is unsatisfactory, the teacher will communicate directly with the parents/guardians and maintain ongoing dialogue and documentation of the communication.
- B. Teachers or parents/guardians may request conferences at any time. However, when a personal conference cannot be scheduled, a telephone conference or email may be used as an alternate form of communication.
- C. Since teacher web pages are communication tools for parents/guardians, teachers should maintain a current web page with all appropriate information as determined by the campus administrator.
- D. Informational meetings for parents/guardians and students may be scheduled when appropriate for program orientation and review.

RETEACHING AND RETESTING

The District's goal is for every student to master all the TEKS specified for each grade level at a minimum level of 70%. Each student will be provided instruction that allows for application and practice of the concepts and skills mandated in the TEKS and then assessed for mastery.

Reteaching is the provision of additional instruction to students who fail to demonstrate mastery of an objective or set of objectives. Reteaching should employ instructional strategies different from the original instruction including, but not limited to: alternate homework assignments, peer teaching, small group or individual instruction, and tutoring.

Retesting involves giving the student an additional opportunity to demonstrate his/her mastery of the TEKS objectives.

- A. Reteaching and retesting will be provided during class time if 50% or more of students in a class do not demonstrate mastery of TEKS on a summative assessment, and all students in the class will be given the opportunity for reteach and retest. Both the original and the retest grades will be recorded in the grade book; however, only the higher of the two grades will be included for computing the student's average. Students choosing not to retest may be given an alternative activity.
- B. Retesting will be provided when a student fails to demonstrate mastery of TEKS by earning a grade of 69 or below on a summative assessment. If a student is eligible to retest, he/she must attend at least one tutorial session or complete other remedial activities recommended by his/her teacher before taking the retest.
- C. Retesting will be conducted at a time designated by the teacher, either in the regular class period, before or after school, or at any other reasonable time prescribed by the teacher. Unless otherwise approved by the teacher, retesting will be completed within seven calendar days.
- D. Retesting is most often a formal test formatted similar to the original test or assessment; however, a teacher may use an alternate method including, but not limited to oral examination, additional practice activities, an essay or paper, a report or presentation, or revision of a paper or project.
- E. Retesting is limited during a nine-week grading period to one retest for each major summative assessment failed and for no more than two major summative assessments for each class.
- F. Retesting provisions do not apply to nine weeks and semester exams.
- G. **Each department, in conjunction with campus administrators, will develop and communicate guidelines for recording a retest grade, such as**
- Record the higher of the two test grades.
 - Record the average of the two test grades.
 - Remove the original grade and record with a maximum grade of 70, or the retest grade if below 70.
- H. Procedures for retesting for courses taken in middle school for high school credit will follow the guidelines developed by the high school departments, e.g. Algebra I, German I, and Spanish I.
- I. Reteaching and/or retesting is not required when students receive major grades for products that result from an extended process, such as research papers, practical science labs, and projects.
- J. Reteaching and/or retesting is not required when a student:
- Cheats.
 - Refuses to complete and submit class work or homework assignments.
 - Habitually fails major tests on the first attempt and does not take advantage of reteaching opportunities, student-teacher conferences, and/or parent-teacher conferences.

SEMESTER EXAMS AND SPRING EXEMPTIONS

Fall Semester

No student may exempt a fall semester exam at any of the secondary campuses. Fall and spring semester exams will be weighted 15% for all high school courses at all grade levels.

Spring Semester

A student may be exempt from one or more courses during the spring semester based upon the guidelines as outlined below. Exempted students are required to attend school on exam dates.

Students who are enrolled in a STAAR EOC-tested course (Algebra I, Biology, English I, English II, and U.S. History) will substitute an assessment for a stand-alone semester exam during the spring semester. The cumulative assessment will be administered on the semester exam date and will be included as a major test grade during the 4th nine-week period. An assessment includes but is not limited to a chapter test, nine-week test, or problem- or project-based project.

Semester exams will be weighted 15% for all other high school courses at all grade levels.

Exemption Criteria

Grades 9 – 11: A student who meets the following criteria may exempt up to four non-AP courses classes.

- Minimum grade of 90 for the semester,
- No more than three absences* in the class,
- No Saturday Class, In- or Out-of-School Suspension, or Alternative School discipline assignments during the semester, and
- Enrolled a minimum of one full grading period.

Grade 12: A senior may exempt an unlimited number of non-AP courses if he/she meets the following requirements in the course.

- Minimum grade of 90 in the semester,
- No more than three absences* in the class,
- No Saturday School, In- or Out-of-School Suspension, or Alternative School discipline assignments during the semester, and
- Enrolled a minimum of one full grading period.

AP Courses: Except for AP U.S History, a student who elects not to take an AP exam must take the applicable semester exam.

- A student enrolled in AP U.S. History is highly encouraged, but not required, to take the AP U.S. History exam. AP U.S. History students will substitute an assessment for a stand-alone, 15% semester exam that will be included as a major test grade during the 4th nine-week period.
- A student who is enrolled in an AP class must have no more than three absences* and take the AP exam to exempt the semester exam.

Dual Credit Courses: A student who is enrolled as a dual credit student must complete the required college syllabus standards including, but not limited to, taking the applicable semester exam.

Articulated Courses: A student who is enrolled in College Prep English or College Prep Math must complete the required college syllabus standards including, but not limited to, taking the applicable semester exam.

Absences associated with religious holy days, documented health-care appointments in which the student returns to school on the same day, required court appearances, activities related to a student obtaining U.S. citizenship, service as an election clerk, and school-related absences are not included. **Does not include approved school-related absences and other Exemptions to Compulsory Attendance as outlined in the BISD Student Handbook.*

ACADEMIC ACHIEVEMENT – CLASS RANK

Note: The following provisions shall apply to students beginning with the graduating classes of 2020, 2021, and 2022.

A. Class rank is determined by averaging all grades earned in courses taken in grades 9–12 for high school credit, including the summer immediately preceding the beginning of grade 9, that satisfy graduation requirements under the Foundation Plan with an Endorsement, to a maximum of 26 credits, with the following exclusions: grades earned in or by courses taken for high school credit prior to grade 9; courses evaluated as pass/fail; local credit courses, and courses with grades exempted in accordance with a students' individualized education plan (IEP).

A student's class rank is calculated and based on an incremental denominator using the grades from eligible courses that will produce the highest weighted numerical grade average.

B. Courses are categorized as Tier 1, Tier 2, Tier 3, and Tier 4 and assigned weights are applied to semester grades. The list of available courses in each category is found in the BISD High School Course Guide.

- Tier 1: Advanced Placement (AP) and Dual Credit courses are increased by eighteen (18) points per full semester completed.
- Tier 2: Pre-Advanced Placement (PreAP) and capstone CTE courses are increased by ten (10) points per full semester completed.
- Tier 3: Full-year on-level core, elective, and CTE courses and semester courses requires for graduation are increased by two (2) points per full semester completed.
- Tier 4: All other eligible courses are included and the actual grade earned is used in the calculation of the student's weighted grade average.

C. For the purpose of class rank calculation, the student's actual or adjusted weighted grade for each eligible course shall be used. No minimum figure shall be substituted. The District shall record unweighted numerical grades on student transcripts.

D. 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 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.

[\[EIC\(LEGAL\)\]](#)

- E. 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 have been continuously enrolled in a district high school for the four semesters immediately preceding graduation and enrollment must have occurred by October 1 of the year preceding graduation; have completed the Foundation Program with the Distinguished Level of Achievement; be graduating after exactly eight semesters of enrollment in high school; and, have been enrolled in at least seven class periods during his or her entire senior year.
- F. In case of a tie in weighted numerical grade averages after calculation to the thousandths place for valedictorian, the District shall recognize all students involved in the tie as sharing the honor and title. In case of a tie in weighted numerical grade averages after calculation to the thousandths place for salutatorian, the District shall recognize all students involved in the tie as sharing the honor and title.
- G. To qualify to give the valedictorian or salutatorian speech, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including removal to a DAEP, a three-day suspension, or expulsion during his or her last two semesters.
- H. In order to receive honor graduate recognition, a student must have been enrolled in a district high school for at least one semester prior to graduation, have completed the Foundation Plan with the Distinguished Level of Achievement, and be ranked in the top 15 percent of his or her graduating class based on an unrounded cumulative average. The student's class rank will be calculated through the third nine-week grading period of the senior year to determine honors conferred during graduation activities. The grade for the third nine-week grading period is used as the semester grade for this purpose. Eligible honor graduates will be classified and have the classification noted on their diploma in accordance with the following:
- Cum Laude Top 15%
 - Magna Cum Laude Top 10%
 - Summa Cum Laude Top 5%
- I. When a student transfers grades for properly documented courses from an accredited school, 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.
- J. When a student transfers from a non-accredited school, including a home school, the District shall accept and/or assign grades in accordance with the secondary grading and reporting administrative regulations found on page 13.

Note: The following provisions shall apply to students beginning with the graduating class of 2023.

- K. Class rank is determined by averaging semester grades earned in courses listed in **Chart A: Courses Used in GPA Calculation** on the following page regardless of when the course was taken that satisfy graduation requirements under the Foundation Plan with an Endorsement, to a maximum of 20.5 credits, with the following exclusions: courses evaluated as pass/fail; local credit courses; courses with grades exempted in accordance with a students' individualized education plan (IEP); and courses taken prior to the 2019-2020 school year by the class of 2023 and thereafter.

A student's class rank is calculated and based on an incremental denominator using the grades from eligible courses that is that results from the first time a student takes the course and that will produce the highest weighted numerical grade average if courses are taken simultaneously.

Chart A: Courses Used in GPA Calculation

Course	Credit
English 1 (OL / PAP)	1
English 2 (OL / PAP)	1
English 3 (OL / AP)	1
English 4 or EQU (OL / AP / DC)	1
Algebra 1 (OL / PAP)	1
Geometry (OL / PAP)	1
Third Math (OL / PAP)	1
Fourth Math (OL / PAP/AP/DC)	1
Biology (OL / PAP)	1
Lab Science (OL / PAP)	1
Third Science (OL / PAP / AP / DC)	1
Fourth Science (OL / PAP / AP / DC)	1
World Geo or World Hist (OL / PAP / AP)	1
US Hist (OL / AP / DC)	1
Gov/Economics (OL / AP / DC)	1
LOTE first time taken (OL / PAP/AP)	1
Next level LOTE (same LOTE as above) (OL / PAP/AP)	1
Fine Art (OL)	1
PE (OL)	1
Health (OL)	.5
CTE (OL)	1
Total:	20.5

- L. The District shall categorize and weight eligible courses as Advanced courses and On-Level courses in accordance with provisions of Board policy (EIC LOCAL) and as designated in appropriate District publications.
- M. Eligible pre-Advanced Placement/Honors, Advanced Placement (AP), and dual credit courses shall be categorized and weighted as Advanced courses. All other eligible courses shall be categorized and weighted as on-level courses.
- N. The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

Category	Weight
Advanced courses	multiplied by 1.1
On-Level courses	multiplied by 1.0

- O. For the purpose of class rank calculation, the student’s actual or adjusted weighted grade for each eligible course shall be used. No minimum figure shall be substituted. The District shall record unweighted numerical grades on student transcripts.

- P. 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 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. [\[EIC\(LEGAL\)\]](#)
- Q. Class rank will not be reported on a student's transcript: students in the top ten percent after the fall semester of their junior year and thereafter will receive certification indicating that they are in the top ten percent. This certification will also be sent with college applications.
- R. The lowest GPA in the top ten percent, in the first quartile, in the second quartile, and in the third quartile will be communicated to all students in a class after each semester.
- S. 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 have been continuously enrolled in the same district high school for the four semesters immediately preceding graduation and enrollment must have occurred by October 1 of the year preceding graduation; have completed the Foundation Program with the Distinguished Level of Achievement; be graduating after exactly eight semesters of enrollment in high school; and, have been enrolled in at least seven class periods during his or her entire senior year.
- T. In case of a tie in weighted numerical grade averages after calculation to the thousandths place for valedictorian, the District shall recognize all students involved in the tie as sharing the honor and title. In case of a tie in weighted numerical grade averages after calculation to the thousandths place for salutatorian, the District shall recognize all students involved in the tie as sharing the honor and title.
- U. To qualify to give the valedictorian or salutatorian speech, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including removal to a DAEP, a three-day suspension, or expulsion during his or her last two semesters.
- V. In order to receive honor graduate recognition, a student must have been enrolled in a district high school for at least one semester prior to graduation, have completed the Foundation Plan with the Distinguished Level of Achievement, and be ranked in the top 15 percent of his or her graduating class based on an unrounded cumulative average. The student's class rank will be calculated through the third nine-week grading period of the senior year to determine honors conferred during graduation activities. The grade for the third nine-week grading period is used as the semester grade for this purpose. Eligible honor graduates will be classified and have the classification noted on their diploma in accordance with the following:
- Cum Laude Top 15%
 - Magna Cum Laude Top 10%
 - Summa Cum Laude Top 5%
- W. When a student transfers grades for properly documented courses from an accredited school, 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.
- X. When a student transfers from a non-accredited school, including a home school, the District shall accept and/or assign grades in accordance with the secondary grading and reporting administrative regulations found on page 13.

GRADUATION REQUIREMENTS

- A. Beginning with students who enter grade 9 in the 2014-15 school year, as well as any currently enrolled high school student who decides to graduate under the Foundation High School Program (FHSP), a student must meet the following requirements to receive a high school diploma from the district:
- Complete the required number of credits established by the state and any additional credits required by the district;
 - Complete any locally required courses in addition to the courses mandated by the state;
 - Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
 - Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.
- B. Within the FHSP are five endorsements, which are paths of interest that include Arts and Humanities, Business and Industry, Multidisciplinary Studies, Public Service, and STEM (Science, Technology Engineering, and Mathematics). Endorsements earned by a student will be noted on the student's transcript and diploma. The FHSP also involves the term "Distinguished Level of Achievement," which reflects the completion of at least one Endorsement and Algebra II as one of the required advanced mathematics credits.
- C. State law and rules prohibit a student from graduating solely under the FHSP without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the FHSP without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.
- D. Graduating under the FHSP will also provide opportunities to earn "performance acknowledgements" that will be denoted on the student's diploma and transcript. Performance Acknowledgements are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP exam; on the PSAT, ACT-Plan, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgements are prescribed by state rules, and the school counselor can provide more information about each.
- E. A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an Individual Graduation Committee (IGC) determination. See: [Individual Graduation Committee Frequently Asked Questions](#)

BISD Grading Rubric for Participation 2019

Elementary-High LIFE Skills

Participation- student engagement through all of lesson

Level 3 students - 0 prompts = 100%

1 prompt = 95%

2 prompts = 90%

3 prompts = 85%

4 prompts = 80%

Level 2 students - 3 prompts = 100%

4 prompts = 95%

5 prompts = 90%

6 prompts = 85%

7 prompts = 80%

Level 1 students – Hand under hand =100%

2-3 refusals = 95%

4-5 refusals = 90%

Academic Accuracy (pencil paper tasks) –

Level 3 students - Independent work = 0 off
 Student needed cue = $\frac{1}{2}$ off
 Student needed prompt or missed problem = whole off

Level 2 students - Independent work = 0 off
 Student needed cue = 0 off
 1-2 prompts = $\frac{1}{2}$ off
 3+ prompts or missed problem = whole off

Level 1 students - Hand under hand = 0 off
 1-4 physical prompts = $\frac{1}{2}$ off
 5+ physical prompts = whole off

If student scores below a 70 they can correct the paper with the teacher's assistance. The highest score they can reach will be a 70.

BISD CONTENT GRADING STANDARDS

SCIENCE	2nd & 3rd		4th		5th		6th - 8th On-Level & PreAP			9th-12th On-Level			9th-12th PreAP			AP & Dual Credit		
Category	Tests	Daily	Tests	Daily	Tests	Daily	Tests	Lab	Daily	Tests	Lab	Daily	Tests	Lab	Daily	Tests	Lab	Daily
% Value	25%	75%	30%	70%	35%	65%	40%	25%	35%	40%	30%	30%	50%	25%	25%	60%	25%	15%
Min. #	2	5	2	5	2	6	2	3	7	2	3	7	2	3	7	2	3	7

SOCIAL STUDIES	2nd & 3rd		4th		5th		6th - 8th On-Level & PreAP		9th - 12th On-Level, PreAP & AP		AP & Dual Eco. & Gov't	
Category	Tests	Daily	Tests	Daily	Tests	Daily	Tests/Projects	Daily/Homework	Tests/Projects	Daily/Homework	Tests/Projects	Daily/HW
% Value	25%	75%	30%	70%	35%	65%	50%	50%	60%	40%	70%	30%
Min. #	2	5	2	5	2	6	2	9	2	9	2	9

ELEMENTARY ENGLISH LANGUAGE ARTS & READING						MIDDLE SCHOOL			HIGH SCHOOL ELA		
2nd Grade			3rd, 4th & 5th			ELA/R			English I - IV On-Level		
Category	A U ^t cf	A Jbcf	Category	A U ^t cf	A Jbcf	English: 6th - 8th On-Level & PreAP			Major: 50% (2 minimum) Minor: 50% (10 minimum)		
% Value	20%	80%	% Value	25%	75%	Major: 50% (2 minimum) Minor: 50% (10 minimum)			English I-II PreAP English III-IV AP English Dual Credit (1301/1302 & 2322/2323)		
Min. #	2	8	Min. #	4	8				Major: 60% (2 minimum) Minor: 40% (10 minimum)		
Major/Test grades include unit assessments. Minor/Daily grades include grammar/conventions and word study/vocabulary.						Major/Test grades include unit assessments. Minor/Daily grades include grammar/conventions and word study/vocabulary.					

MATH	2nd			3rd			4th			5th			6th Reg. & PreAP			7th & 8th Reg.			7th PreAP			PreAP Alg. I		
Category	Test	D/Q	HW	Test	Quiz	D/HW	Test	Quiz	D/HW	Test	Quiz	D/HW	Test	Quiz	D/HW									
% Value	30%	50%	20%	35%	45%	20%	40%	40%	20%	45%	35%	20%	50%	25%	25%	50%	25%	25%	50%	30%	20%	60%	30%	10%
Min. #	2	8	3	2	8	3	2	8	3	2	8	3	2	3	9	2	3	9	2	3	9	2	3	9

MATH	Math Models w/ Apps.			Alg. I-II; Geo.; PreCal; Stats			PreAP & AP & Dual Credit		
Category	Test	Quiz	Daily/HW	Test	Quiz	Daily/HW	Test	Quiz	Daily/HW
% Value	40%	30%	30%	50%	30%	20%	60%	30%	10%
Min. #	2	3	9	2	3	9	2	3	9

LOTE	On-Level			PreAP, AP & Dual		
Category	Test	Quiz	Daily	Test	Quiz	Daily
% Value	50%	25%	25%	60%	25%	15%
Min. #	2	3	7	2	3	7

CTE DUAL	MED TERM			ACCOUNTING I	
Category	Test	Quiz	Daily	Test	Daily
% Value	60%	25%	15%	70%	30%
Min. #	2	3	7	2	10



Progress Report and Report Card Dates 2019-2020

1st Grading Period: August 14 - October 11, 2019

Friday	August 30, 2019	End of 3rd Week
Tuesday	September 3, 2019	Grades submitted by 8:30 a.m.
		Progress Reports will be available in Skyward
Friday	September 20, 2019	End of 6th Week
Monday	September 23, 2019	Grades submitted by 8:30 a.m.
Tuesday		Progress Reports will be available in Skyward
Friday	October 11, 2019	End of Grading Period
Tuesday	October 15, 2019	Grades submitted by 8:30 a.m.
		Report Cards will be available in Skyward

2nd Grading Period: October 16 - December 19, 2019

Friday	November 1, 2019	End of 3rd Week
Monday	November 4, 2019	Grades submitted by 8:30 a.m.
Tuesday		Progress Reports will be available in Skyward
Friday	November 22, 2019	End of 6th Week
Monday		Grades submitted by 8:30 a.m.
Tuesday		Progress Reports will be available in Skyward
Thursday	December 19, 2019	End of Grading Period
Friday	December 20, 2019	Grades submitted by 10:00 a.m.
Thursday		Report Cards will be available in Skyward

3rd Grading Period: January 7 - March 6, 2020

Friday	January 24, 2020	End of 3rd Week
Monday	January 27, 2020	Grades submitted by 8:30 a.m.
Tuesday		Progress Reports will be available in Skyward
Friday	February 14, 2020	End of 6th Week
Monday	February 17, 2020	Grades submitted by 8:30 a.m.
		Progress Reports will be available in Skyward
Friday	March 6, 2020	End of Grading Period
Monday	March 16, 2020	Grades submitted by 8:30 a.m.
		Report Cards will be available in Skyward

4th Grading Period: March 16 - May 21, 2020

Friday	April 3, 2020	Progress Report Check
Monday	April 6, 2020	Grades submitted by 8:30 a.m.
		Progress Reports will be available in Skyward
Friday	April 24, 2020	Progress Report Check
Monday	April 27, 2020	Grades submitted by 8:30 a.m.
		Progress Reports will be available in Skyward
Thursday	May 21, 2020	End of Grading Period
Friday	May 22, 2020	Grades submitted by 8:30 a.m. K-5
Friday	May 22, 2020	Grades submitted by 10:00 a.m. 6-12
		Report Cards will be available in Skyward

2019 - 2020
UIL “No Pass-No Play” Eligibility Schedule

Friday, August 30	Three-week progress reports for students whose grades are borderline or failing.
Friday, September 20	End of the 1 st six weeks and grade check for all extracurricular participants.
Friday, September 27	Suspension period begins at the end of the school day based on <u>September 20</u> grade check.
Friday, October 11	End of the grading period. Check eligibility for all participants.
Friday, October 18	Suspension period begins/ends at the end of the school day based on <u>October 18</u> grades.
Friday, November 1	End of the three-week evaluation period and grade check for suspended students only.
Friday, November 8	Suspension ends for students passing on <u>November 1</u> .
Friday, December 6	End of three-week evaluation period and grade check for suspended students only.
Friday, December 13	Suspension period ends for students passing on <u>December 6</u> .
Thursday, December 19	End of the grading period. Check eligibility for all participants.
Note:	<u>All students are eligible during the holiday break beginning at the end of school on December 19.</u>
Friday, January 10	Suspension begins/ends for students based on <u>December 19</u> grades.
Friday, January 24	End of the three-week evaluation period and grade check for suspended students only.
Friday, January 31	Suspension ends for students passing on <u>January 24</u> .
Friday, February 14	End of three-week evaluation period and grade check for suspended students only.
Friday, February 21	Suspension period ends for students passing on <u>February 14</u> .
Friday, March 6	End of grading period. Check eligibility for all participants.
Note:	<u>All students are eligible during holiday break beginning at the end of school on March 6.</u>
Friday, March 20	Suspension begins/ends for students based on <u>March 6</u> grades.
Friday, April 3	End of the three-week evaluation period and grade check for suspended students only.
Friday, April 10	Suspension ends for students passing on <u>April 3</u> .
Friday, April 24	End of the three-week evaluation period and grade check for suspended students only.
Friday, May 1	Suspension ends for students passing on <u>April 24</u> .

07/23/19



BOERNE INDEPENDENT SCHOOL DISTRICT

235 W. Johns Rd. • Boerne, Texas 78006

2019-2020 SCHOOL CALENDAR

A Day

B Day

August 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

DATES TO REMEMBER	
August 1-2	New Teacher Orientation
August 5	First Day for Teachers
August 14	First Day for Students
May 21	Last Day for Students
May 22	Last Day for Teachers
May 22	Boerne High School Graduation
May 21	Champion High School Graduation

SCHOOL START/DISMISSAL TIMES	
Elementary	
7:35 AM - 3:00 PM	
7:35 - 11:45 AM (Early Release)	
Secondary	
8:35 AM - 4:00 PM	
8:35 AM - 12:35 PM (Early Release)	

HOLIDAYS & OBSERVANCES	
September 2	Labor Day
October 14	Columbus Day
November 28	Thanksgiving
December 25	Christmas
January 10	Kendall County Stock Show
January 20	Martin Luther King, Jr.
April 10	Good Friday
May 25	Memorial Day

2019-20 STAAR DATES	
<i>Subject to change by Texas Education Agency</i>	
December 9-13	Algebra I; Biology; US History
December 9	ELA I
December 11	ELA II
March 30-April 21	STAAR Alt. 2 Window
April 6-17*	5&8 Reading; 5&8 Math
April 7	4&7 Writing; ELA I
April 8	ELA II
April 9	4-7 Writing; ELA I & II (Makeup)
May 4-15*	Algebra I (BHS/CHS)
*	US History
*	Biology (BHS/CHS); Algebra I (BMSN/BMSS)
May 11-22	3-4 & 6-7 Math; 5&8 Math Retest
*	3-4 & 6-7 Reading; 5&8 Reading Retest
	5&8 Science, Algebra II, 8 Social Studies
May 12	English III
June 22	ELA I
June 23	5&8 Math Retest; Algebra I; US History
June 24	5&8 Reading Retest; Biology; ELA II

Testing dates updated 6/6/19

February 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

CAMPUS CONTACT INFORMATION			
Boerne HS	(830) 357-2200	Fabra ES	(830) 357-4200
Champion HS	(830) 357-2600	Fair Oaks Ranch ES	(830) 357-4800
Boerne MS - N	(830) 357-3100	Herff ES	(830) 357-4300
Boerne MS - S	(830) 357-3300	Kendall ES	(830) 357-4600
Voss MS	(830) 357-3500	Van Raub ES	(830) 357-4100
Cibolo Creek ES	(830) 357-4400	Boerne Academy/AC	(830) 357-3900
Curington ES	(830) 357-4000	Boerne ISD	(830) 357-2000

SYMBOLS	
	Staff Development/Teacher Workday
	Holiday - Student & Faculty
	Student Holiday/Teacher Choice Day
	Nine Weeks - Begins/Ends
	Early Release-Staff & Students