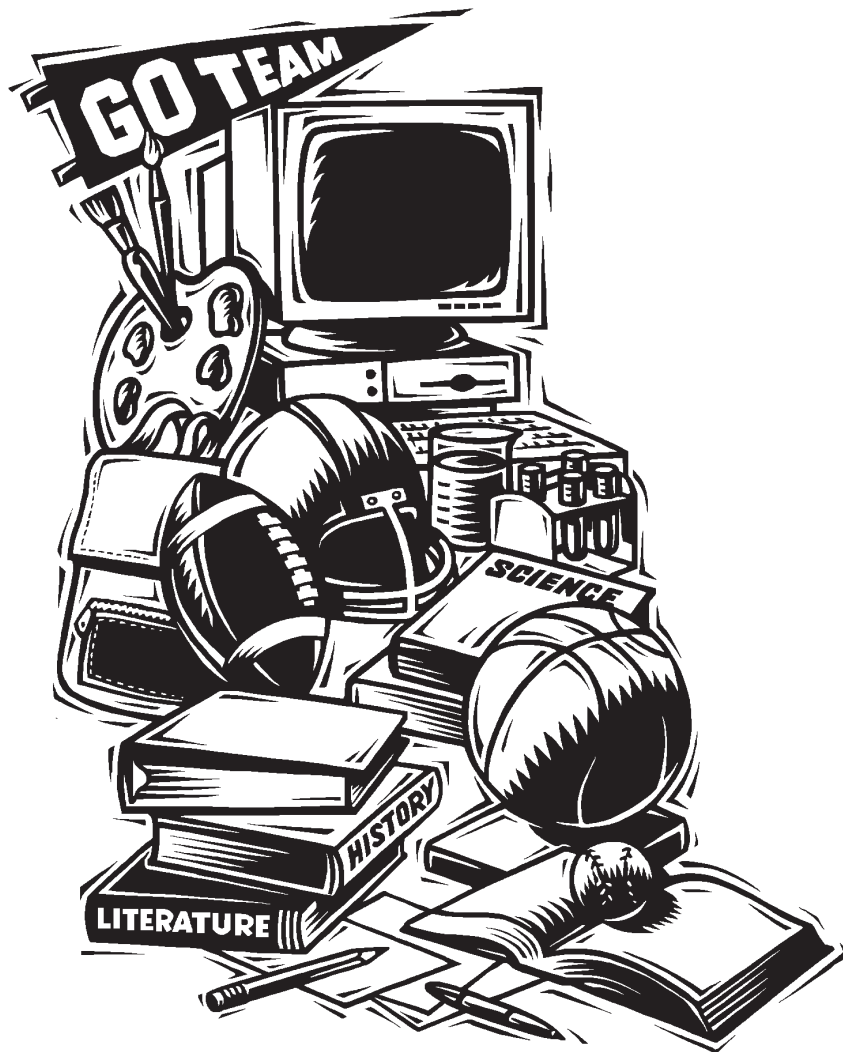


**SPRING BRANCH INDEPENDENT SCHOOL DISTRICT**



**SBISD Expectations  
for the  
Grading and Reporting  
of Student Progress  
in Secondary Schools**

**2019 - 2020**

## SBISD EXPECTATIONS FOR THE GRADING AND REPORTING OF STUDENT PROGRESS

### Employee Acknowledgment Form

SBISD Board Policy **EIA (LOCAL)**<sup>1</sup> mandates that the Superintendent or designee ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. **EIA (LOCAL)** further requires that such guidelines make certain that grading reflects student achievement and that a sufficient number of grades are taken to support the grade average assigned. Equally important, this policy also requires that guidelines for grading are to be clearly communicated to students and parents.

The SBISD Expectations for the Grading and Reporting of Student Progress are written to provide direction and equity in the manner in which student academic performance is evaluated and communicated. The information and policies described in the Grading Expectations are necessarily subject to change, and I acknowledge that revisions may occur. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing guidelines. Only the Superintendent or the Superintendent's designee has the ability to adopt any revisions to the information in the Grading Expectations.

I understand that I should consult with my principal/department head regarding any questions I may have regarding the Grading Expectations. I further understand that it is my professional responsibility to read and comply with the policies and guidelines contained in the SBISD Expectations for the Grading and Reporting of Student Progress (and any revisions made to it throughout the academic year).

*Please sign and give this form to your building principal or department head.*

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee's Name (Typed or Printed)

\_\_\_\_\_  
Employee Number

**This acknowledgment form will be kept by the building principal or department head.**

<sup>1</sup> <http://pol.tasb.org/Home/Index/599>

Spring Branch ISD  
101920

ACADEMIC ACHIEVEMENT:  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(LOCAL)

PHILOSOPHY

The principal purpose of the grading and reporting of student progress is to engage educators, students, and parents in the process of increasing student achievement. Parents shall be provided any relevant information concerning their child that will enhance their understanding of the child's ability, effort, success, or progress in the school program.

RELATION TO  
ESSENTIAL  
KNOWLEDGE AND  
SKILLS

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

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

GUIDELINES FOR  
GRADING

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. [See **EIA (REGULATION)**]

RETESTING

The principal at each campus shall work with faculty to establish administrative regulations that address retesting and the grading of retested material. These administrative regulations shall align with District standards and shall be consistent within grade levels and/or departments. The specifics of these administrative regulations shall be clearly communicated to parents and students.

ELEMENTARY  
SCHOOLS

In elementary schools, grades shall reflect academic progress and achievement and shall not be based on nor adjusted for nonacademic criteria, such as discipline, attendance, or tardies except as provided by state law. If nonacademic assessment is to be documented, it shall be documented separately on all reports to parents [see **FEC** and the *Student Code of Conduct*].

SECONDARY  
SCHOOLS

In secondary schools, grades shall reflect academic achievement and shall not be based on nor adjusted for nonacademic criteria, such as

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ACADEMIC ACHIEVEMENT:  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(LOCAL)

	discipline, attendance, tardies, or participation in extracurricular activities, except as provided by state law and set out in local policy [see <b>FEC</b> and the <i>Student Code of Conduct</i> ].
PROGRESS REPORTING / REPORT CARDS	The District shall issue grade reports/report cards every six or nine weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in <b>EIE</b> .
INTERIM REPORTS / PROGRESS REPORTS	Interim progress reports shall be issued for all students after the third week of each grading period. Each kindergarten through grade 12 teacher who has a student who is failing, near failing, or who has had a significant drop in grades (two or more letter grades) at the midpoint of the grading period shall notify the student's parents by sending an unsatisfactory grade notice. Notice of a student's consistent unsatisfactory performance shall be issued in accordance with law. Supplemental progress reports may be issued at the teacher's discretion.
CONFERENCES	In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.
ACADEMIC DISHONESTY	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 <i>Student Code of Conduct</i> . 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.

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ACADEMIC ACHIEVEMENT:  
GRADING/PROGRESS REPORTS TO PARENTS

**EIA  
(REGULATION)**

**RETESTING  
PURPOSE**

The purpose and intent of the policy is to provide students with additional opportunities to show mastery of the content.

**DEFINITION OF AN  
ASSIGNMENT**

An assignment is defined as any student work placed in the major grade category. Certain projects may be excluded if the project(s) are so identified by the teacher and are approved by the campus administration.

**EXPECTATIONS**

The following will apply:

1. All students; including Advanced Placement (AP), Pre-AP, and GT students; in all content areas will have the opportunity to retest.
2. Dual credit courses are exempt from this policy and regulation.
3. The retest/project will cover the same material as the original test/project; however, the retest/project resubmission may be in a different format with questions changed.
4. Students and teachers must communicate and plan for the retest within a reasonable time period after the teacher notifies the student of a failing grade.
5. The student may be required to attend tutorials, complete test corrections, or perform other tasks as directed by the teacher, prior to retesting.
6. Students caught cheating on a test may not request a subsequent retest.
7. If a student scores lower on the retest, the original test grade will stand.
8. No student shall be disadvantaged by choosing to take a retest. Campuses may choose the maximum grade a student may receive on a redo or retest, but no student shall receive a lower grade on the redo or retest than the grade the student received on the original assignment/test.

Example: If a student fails a test and receives a 62 on the retest, the student's grade on the assignment/test will be a 62, unless the first grade was higher than 62, then that higher grade would be entered in the grade book. If the 62 is higher than the original grade, the student would get a 62 on the assignment/retest or the maximum allowed by campus policy.

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ACADEMIC ACHIEVEMENT:  
GRADING/PROGRESS REPORTS TO PARENTS

**EIA  
(REGULATION)**

9. All semester final exams are ineligible for a retest.
10. All campuses must adhere to this regulation as written. However, campuses may choose to create their own guidelines to further specify the implementation of this regulation. Campus principals are required to work with staff and the campus improvement team if they desire to add further specificity to this regulation.
11. All campus guidelines will be published on the campus Web site and in grade-level and department communications to parents and students.

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REVIEWED

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# Secondary Grading Expectations

## I. Introduction

The purpose of this handbook is twofold in nature. First, the handbook presents in written form procedures which may have previously existed only verbally. Second, the handbook increases consistency of standards and enhances student achievement by sharing common practices.

This document is a companion document to the SBISD Middle School [Course Catalog](#) and the SBISD High School [Course Catalog](#) which contain information about courses and programs offered at SBISD schools. In addition the [Course Catalog](#) provides detailed information about graduation requirements.

## II. Grading

**TEC, Section 28.021:** “a student will be promoted only on the basis of academic achievement or proficiency of the subject matter of the course or grade level.”

### A. Gradebooks

Grades should be maintained in Skyward in a timely manner, at least on a weekly basis. SBISD parents of secondary students are encouraged to track their children’s current academic progress online via Family Access in Skyward. Teachers have five (5) school days (exceptions only for major projects) from the assignment due date to enter grades.

When the course content or evaluation methods have been altered by an ARD Committee, the teacher **should** indicate “IEP” in the gradebook by grades which are affected.

### B. Numerical Grades

Numerical grades must be assigned for all subjects in grades 6-12. Grades are reported as follows:

Number	Letter Equivalent	Description
90 - 100	<b>A</b>	Excellent Progress
80 - 89	<b>B</b>	Good Progress
75 - 79	<b>C</b>	Average Progress
70 - 74	<b>D</b>	Poor Progress
Below 70	<b>F</b>	Failure
	<b>I</b>	Incomplete
	<b>NG</b>	No Grade – No credit due to late enrollment or scheduling conflicts

Grades and averages are to be recorded and reported as earned.

### C. Progress Reports

At the end of each three weeks of a grading period, teachers evaluate progress of students. The next week, they send progress reports to parents of all students. Parents of those students having trouble in courses are urged not to wait for progress reports before scheduling conferences with teachers. Likewise, teachers are asked not to wait for progress reports before letting parents and students know when a student’s grade drops.

**If a student’s grade becomes a “D” or “F” or drops significantly (2 or more letter grades) after the last progress report in the grading period, teachers must make contact with a parent prior to issuance of the report card.**

Accurate records of contact or attempts to contact students and parents should be kept. Copies of progress reports should be kept on file by the teacher, counselor, and/or principal according to campus procedure.

### D. Report Cards

Approximately one week following the end of the grading period, each student receives a computer-generated notice of academic achievement, conduct status, and absences. In order to give students every possible opportunity for maximum achievement, teachers should not cut off grades any earlier than three (3) days prior to the end of the grading period.

### E. Incomplete Grades and Grade Changes

Incomplete grades should be given only in extenuating circumstances. Incompletes are not appropriate for students who simply failed to turn in work on time. Incomplete grades must be finalized within two weeks of the grading period following the incomplete grade. After that time the grade for all missed work **will revert to a zero**, except in very unusual circumstances as approved by the building principal. Building principal will provide specific instructions and deadlines on handling incompletes and grade changes.

### F. Behavior Designations

The student's behavior is evaluated by each teacher. The following letter system is used to report this evaluation:

<b>E</b>	Excellent	The student has an exemplary attitude, is always cooperative, and always observes school rules and regulations.
<b>S</b>	Satisfactory	The student has a good attitude, is cooperative, and generally observes school rules and regulations.
<b>N</b>	Needs Improvement	The student's attitude needs to improve. Infractions of school and classroom rules exist.
<b>U</b>	Unsatisfactory*	The student's attitude is poor and uncooperative. The student disrupts class and shows little respect for school and classroom rules and regulations.

\* "U" may not be given unless the teacher has contacted the parent and discussed the issue with a campus administrator.

### G. Parent Conferences

A partnership involving teacher, student, and parent—aimed at successful student performance—is vital. Each teacher is assigned one class period per day to be used for parent conferences as well as for planning and preparing for classwork. Parents are encouraged to call the school for an appointment relative to any phase of the student's progress. In scheduling appointments, parents are requested to allow 24 hours' notice.

Contact or attempts to contact parents by phone, conference, or email should be kept on file by the teacher. Records should include the date, student name, parent name, phone number, and notes concerning the contents and results of the conversation.

### H. Calculation of Six-Weeks, Nine-Weeks, and Semester Grades

The weighting of the components that are combined to calculate the total grade for any grading cycle can have a variety of conditions. **Each building and department will establish a grading policy within the District framework to ensure consistency within**

**the same titled course. Categories must be setup at the beginning of each semester. It is critical that this setup is accurate.**

1. Major examinations, quizzes, and in-class assignments should constitute the majority of the student's average. In general, a minimum of 10 grades should be recorded in each six- or nine-week grading period. Homework should contribute no more than 20% to the average. No single assignment, test, or project may count more than 25% of the six- or nine-week average.

*Note:* Advanced Placement, Dual Credit, and International Baccalaureate classes are considered college-level classes and may have fewer tests and different assignments than traditional classes.

2. Extra credit will be offered at the teacher's discretion. If an extra credit assignment is offered, it must be purposeful, reasonable, applicable to the curricular objectives, and available to all students. **Each campus will develop departmental policies addressing extra credit and publish that policy in the campus supplement.**
3. In any given grading period, the student's average should include at least two (2) major grades such as tests, projects, compositions, or other equivalent assessment activities.
4. Reporting Numerical Averages
  - a. Grades and averages are to be recorded and reported as earned.
  - b. A classroom teacher shall not be required to assign a minimum grade for an assignment, cumulative grade, or in the student's permanent record without regard to the student's quality of work.
5. Semester Grade—High School: The final examination will count **no more** than 20% of the final grade.
6. Semester Grade—Middle School: The final examination will count **no more** than 1/7 (14%) of the final grade.
7. Teachers will round averages to the next higher value if the decimal fraction is .5 or greater.

## **I. Grade Requirements for Participation in Extracurricular Activities**

### **First Six Weeks of the School Year—Middle School**

Any student is eligible for participation in extracurricular activities during the first six weeks of a school year, as long as the student was promoted to the next grade level. A student who has not been promoted is considered ineligible during the first six weeks of the school year and may become eligible if he/she is passing all courses at the end of the first six weeks. See [Exhibits](#) for *Middle School UIL Exempt Courses 2019-2020*.

### **First Grading Period—High School**

All students are eligible to participate during the first six weeks of school if they have been promoted to the ninth grade or have the proper number of state credits (five after first year, ten after second year, fifteen after third year) or have earned five state credits during the preceding twelve months. If a student is not promoted or does not earn enough credits by the beginning of the school year, the student is considered ineligible the first six weeks of school only. The student may become eligible if he/she is passing all courses at the end

of the first six weeks. Credits earned in summer school or in approved correspondence courses may be used to determine eligibility for extracurricular activities. See [Exhibits](#) for *High School UIL Exempt Courses 2019-2020*. The UIL eligibility calendars for nine weeks and six weeks grading periods are included in [Exhibits](#).

### **Subsequent Grade Reporting Periods**

After the first six weeks of the school year and each grade reporting period thereafter, a student whose recorded grade average is lower than a 70 on a scale of 100 in any class or an incomplete (an incomplete or "I" is considered a failing grade until work is successfully completed) shall be suspended from participation in any extracurricular activity. The grades of the student suspended from participation shall be reviewed at the end of each three-week period following the date on which the suspension began and the suspension will be removed seven days after the three-week period in which the student's grade in each class is 70 or greater. A student receiving an incomplete grade in a course is also ineligible seven days after the grading period or until the incomplete grade is replaced with a passing grade.

A suspended student may practice or rehearse with the other students but may not participate in a competition or other public performance or travel with a student group. All suspensions from extracurricular activities shall begin on the seventh day after the last day of the first six-weeks period or grading reporting period in which the grade lower than 70 was earned.

### **J. Scholastic Penalty—[Board Policy FEC \(LOCAL\)](#)**

Excessive absences shall be defined as having been in attendance for less than 90 percent of the days a class or course is offered.

A student with excessive absences at any time during the semester may be assigned an academic support plan to ensure appropriate progress in classes. The student's plan shall be developed by the campus administrator with input from the student's teachers. Failure of a student to satisfy a assigned academic support plan can result in credit and/or final grade being withheld for the class or courses until the student meets the plan requirements.

### III. Academic Achievement

#### A. Homework

The purpose of all types of homework is to promote high-quality student learning and achievement. Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. Homework shall be reviewed by teachers to ensure an accurate assessment of students' skills and knowledge to better direct them towards their learning goals. Homework shall target specific learning outcomes, reinforce TEKS taught in the classroom, and provide practice in specific skills. Students shall be provided sufficient information and direction needed to complete homework independently. Homework shall be sufficient but not excessive to its intended purposes. Homework shall not be assigned as a discipline consequence.

The assignment and grading of homework shall be aligned to expectations outlined in the *SBISD Grading Expectations* and curriculum documents. The principal at each campus will work with faculty to develop campus homework practices that comply fully with the requirements set forth in [Board Policy EIB \(LOCAL\)](#).

The campus-developed practices shall be clearly communicated to each student's parent/guardian and each student in writing at the beginning of the school year. Campus practices will include the roles and responsibilities stated in [Board Policy EIB \(LOCAL\)](#) and will be included in the campus handbook.

No homework shall be assigned to be completed over Thanksgiving, Winter Break, Spring Break, and religious holy days.

Effective homework assignments:

1. Are curriculum-based and meet the needs of students through differentiation.
2. Are designed to require no additional teaching outside the classroom.
3. Are clearly articulated and designed so students know what is expected of them before leaving the classroom.
4. Are engaging and relevant to student learning.
5. If assigned homework requires access to technology a student may not have, the teacher assigning the homework and/or the school shall provide opportunity for access at home, before or after school, or at another time during the school day.
6. Do not require parents/guardians to teach new concepts.

#### B. Examinations

The primary purpose of examinations should be to measure the student's successful attainment of the TEKS as expressed in the course objectives.

The following testing routines are suggestions which should guide campus, departmental, or specific course (not individual teacher) decisions about grading.

1. Major tests are considered to be chapter, unit, concept, or time (weekly, three-weeks', six-weeks', nine-weeks') tests.
2. Major tests should include more than simple recall or knowledge level questions. Assessments should align with the proficiency scales for that course. Assessments should include items from each level of the proficiency scale.

3. Major tests should include questions which require a variety of response patterns from students (i.e., multiple-choice, listing, essay). Attention should be given to the need for all students to become skilled in writing meaningful well-constructed statements or responses.
4. Major tests should be scheduled at least three class days in advance.
5. Grading period examinations should be representative of the entire grading period's work.
  - a. Each campus may choose to give semester or end-of-term examinations in all courses for a specific grade level. Any exceptions to the scope of material included on the examination may need to be approved by the building principal.
  - b. At the middle school level, semester or end-of-grading period examinations must be given in courses for which high school credit is awarded. Any exceptions to the scope of material tested may need approval by the building principal. Middle school students must have experience in taking end-of-grading period examinations and semester/term examinations in all core subjects. Each campus may choose to give semester or end-of-grading period examinations in subjects other than core courses. Each building may establish its own schedule.
6. According to *Law Bulletin TEC Section 26.006 Access to Teaching Materials*:
  - a. A parent is entitled to:
    - (1) review all teaching materials, textbooks, and other teaching aids used in the classroom of the parent's child; and
    - (2) review each test administered to the parent's child after the test is administered.
  - b. A school district shall make teaching materials and tests readily available for review by parents. The district may specify reasonable hours for review.
  - c. A student and parent have the right to review his/her grades at an appropriate time.
7. Students should be given an opportunity to review their tests with their teacher during the school day within a reasonable time after taking a test.

### C. Retesting

[Board Policy EIA \(REGULATION\)](#) provides students with additional opportunities to show mastery of the content. An assignment, subject to the retake policy, is defined as any student work placed in the major grade category. Certain projects may be excluded if the project(s) are so identified by the teacher and are approved by the campus administration.

The following will apply:

1. All students, including Advanced Placement (AP), Pre-AP, and GT students, in all content areas will have the opportunity to retest.
2. Dual credit and dual enrollment courses are exempt from this policy and regulation.
3. The retest/project will cover the same material as the original test/project; however, the retest/project resubmission may be in a different format with questions changed.
4. Students and teachers must communicate and plan for the retest within a reasonable time period after the teacher notifies the student of a failing grade.

5. The student may be required to attend tutorials, complete test corrections, or perform other tasks as directed by the teacher, prior to retesting.
6. Students caught cheating on a test may not request a subsequent retest.
7. If a student scores lower on the retest, the original test grade will stand.
8. No student shall be disadvantaged by choosing to take a retest. Campuses may choose the maximum grade a student may receive on a redo or retest, but no student shall receive a lower grade on the redo or retest than the grade the student received on the original assignment/test.

*Example:* If a student fails a test and receives a 62 on the retest, the student's grade on the assignment/test will be a 62, unless the first grade was higher than 62, then that higher grade would be entered in the gradebook. If the 62 is higher than the original grade, the student would get a 62 on the assignment/retest or the maximum allowed by campus policy.

9. All semester final exams are ineligible for a retest.
10. All campuses must adhere to this regulation as written. However, campuses may choose to create their own guidelines to further specify the implementation of this regulation. Campus principals are required to work with staff and the campus improvement team if they desire to add further specificity to this regulation.
11. All campus guidelines will be published on the campus Web site and in grade-level and department communications to parents and students.

#### **D. Make-Up Work**

Most teachers make major assignments at least a week in advance; therefore, students who are absent generally have some idea as to what class work is in progress during their absence. After an absence of five consecutive days or more, students should contact the school to secure assignments which are not available from classmates or other technology.

It is the student's responsibility to complete work missed while absent from class. The following are general statements covering make-up work.

1. Students who miss class must make up the work. Students will receive credit for make-up work except in the case of a documented truancy (UT in Skyward).
2. It is the student's responsibility to make arrangements with teachers for make-up work prior to or immediately upon returning to class.
3. Make-up work, especially tests, may be of an alternate version to more accurately measure what the student has learned.
4. Students who have preapproved absences are expected to notify the teachers of the classes they will miss in advance and request assignments. With secondary schools on different class schedules, each school shall establish a schedule for when make-up assignments are due for pre-approved absences. This schedule will not exceed the number of days allowed for other types of excused absences listed below.
5. All make-up work from the prior grading period must be completed and a grade assigned before the next grade report (progress report or report card).



6. Whether a student is absent one or five days, make-up assignments and tests must be completed. Make-up assignments for absences will include the following schedule (unless prior principal approval is received):
  - 1<sup>st</sup> day absence ..... day following return to class
  - 2<sup>nd</sup> day absence..... 2 days after return to class
  - 3<sup>rd</sup> day absence ..... 3 days after return to class
  - 4<sup>th</sup> day absence ..... 4 days after return to class
  - 5<sup>th</sup> day absence ..... 5 days after return to class
  - 6<sup>th</sup> day absence ..... 5 days after return to class  
 unless prior approval given by principal
7. Students who receive home-based instruction will receive full credit for all assignments completed.

**E. Intervention—Philosophy**

The state and district goals include the concept that each student should learn as many of the required TEKS for each subject and grade level as is within his/her ability. If a student is experiencing difficulty learning a concept, the teacher should proceed through a series of trial diagnoses and prescriptions to find the remedy to the learning difficulty. It is primarily the classroom teacher’s responsibility to conduct the initial stages of such a process. The needs of most unsuccessful students can be met within the regular classroom environment by:

- Utilizing teaching strategies that are compatible with the learning styles of these students
- Identifying and implementing appropriate supplementary instructional aids and resources
- Providing students access to essential student services such as counseling and health services. Teachers should see school counselor or administrator for information.
- Implementing and documenting necessary instructional strategies in material and methodologies including ESOL methodologies
- Designing and implementing behavior management plans, as needed
- Monitoring academic progress

When students do not progress despite attempts made by the teacher to ensure success, a Response to Intervention/Student Support Committee (Rtl/SSC) must be scheduled. A staff member or a parent can initiate the Rtl/SSC process by contacting the school’s Rtl/SSC facilitator. The Rtl/SSC team members should:

- Consider the efforts that have been made to differentiate instruction—anything beyond reasonable accommodations such as behavior charts and excessive re-teaching
- Review the supplementary aids, services, and resources provided
- Examine samples of the student’s work to determine whether additional instructional options or student services need to be tried
- Recommend strategies, materials, programs, or support personnel to aid in student success
- If these interventions do not result in satisfactory student achievement, a dyslexia, Section 504, or Special Education referral may be in order.

## IV. Students with Disabilities

### A. Grading Guidelines for Students with Disabilities Receiving Services under the Individuals with Disabilities Education Act (IDEA)—Special Education

Students with disabilities receive instruction in a variety of settings as determined by the Admissions, Review & Dismissal (ARD) Committee. Each student with a disability must have an individualized education plan (IEP) based on the Texas Essential Knowledge and Skills of their enrolled grade level that is properly developed, implemented, and maintained in the least restrictive environment that is appropriate to meet the student's educational needs.

1. General Grading Considerations for Students Receiving Services under IDEA
  - All teachers should follow the general education procedures and timelines for reporting grades.
  - The District Report Card and Progress Report must be used for students with disabilities, no matter their class placement.
  - A separate grading system should not be applied to students with disabilities. There should be no indication on the report card that adjustments have been made to the grade.
  - Students served in a general education classroom with support from a special education teacher will receive their grades from the general education teacher or by joint determination of the general education and special education teachers, as determined by the ARD committee.
  - Testing methods must allow the student with disabilities to demonstrate knowledge and skills no matter his/her disability. If alternate testing methods are required, they should be documented in the IEP.

2. Students with Disabilities Receiving Instruction with Accommodations

Students with disabilities may receive instruction in general education classes with accommodations intended to reduce barriers created by their disability. Accommodations must be decided by the ARD Committee and indicated in the IEP. Instruction for students with accommodations must be designed to provide the accommodation(s), and grades are based on performance utilizing the accommodation.

3. Students with Disabilities Receiving Changes in Curriculum Expectations

For students receiving IEP-determined changes to curriculum expectations (content modifications or alternate curriculum) in a general education or special education course, grades must be based on student performance after applying the adaptations determined by the ARD Committee.

4. Failing Grades

It is required that the IEP of a student with disabilities be implemented consistently. If a student with a disability is receiving failing grades, the teacher (general education and/or special education) must have documentation that the specially designed instruction and supports are being implemented. The specially designed instruction could include accommodations and/or modifications, in-class support, behavior intervention plan, academic and/or functional goals and/or objectives as determined by the ARD committee and outlined in the IEP. The documentation could include work samples showing modification or accommodation, lesson plan adjustments, gradebook notations, and/or notes on the teacher copy of the IEP document. Additional interventions used for all students should also be documented, e.g. parent contacts, student conferences, tutoring, etc.

If a student with a disability continues to fail despite appropriate and documented implementation of the IEP, the student may receive a failing grade. However, failing grades should alert the teacher to request an ARD Committee review.

5. Retention/Promotion

The retention and promotion of students with disabilities generally follows the same policies as students without disabilities. If promotion to the next grade (middle school) or course credit (high school) is based on an average of 70%, then the student with disabilities would be expected to meet the same criteria. In middle school, the ARD Committee serves as the Grade Placement Committee.

6. Loss of Credit—Absences

Students who fail to receive credit for a course due to excessive absences are referred to the attendance committee. Special Education staff and/or parents of students with special needs may make recommendations to the attendance committee based on any extenuating circumstances related to the student's disability or unique circumstances.

## **B. Courses for Students with Disabilities**

### **Defining Accommodations and Modifications of the General Curriculum (TEKS) Texas Essential Knowledge and Skills**

1. Accommodation

An accommodation is a change made in the presentation, response, setting or timing/scheduling in order to provide a student with access to instruction and opportunity to demonstrate knowledge and skills.

2. Modification

A modification is a change or reduction of learning expectations or outcomes. The content standards remain the same but the achievement expectations are less difficult.

## V. English Learners (ELs)

English Learners (ELs) are at different stages of language acquisition. In assessing ELs for mastery of the essential knowledge and skills, the District will be flexible with methods allowing ELs to demonstrate knowledge or competency regardless of their oral or written fluency and skills in English.

State requirements:

- **TAC 89.1210(f):** *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 essential knowledge and skills for the required subject(s). The use of English as a second language strategies shall not impede the awarding of credit toward meeting promotion or graduation requirements.*

### Guidelines for Grading ELs

Instructional accommodations for ELs are informed by the LPAC; however, classroom teachers are responsible for implementing appropriate language accommodations to meet the needs of the English Learners. A list of accommodations can be found in *Exhibits*.

After being given appropriate linguistic accommodations, accessible reading materials and instruction using appropriate ESL methodologies, if an EL does not demonstrate adequate measurable progress, the student may receive a failing grade.

#### 1. Grading Specific to English as a Second Language (ESL)

ESL classes provide modified instruction to enable students to become proficient in the English language and achieve academic success as soon as possible. Students enrolled in ESL classes receive grades on progress reports and report cards three weeks after enrollment, as their instruction is targeted to their language proficiency levels.

- a. The ESL classroom teacher is responsible for using allowable accommodations in order to provide assessments that are not totally dependent on the English language.
- b. The recording of grades *may be* deferred for up to three weeks after enrollment for recent immigrant, non English-speaking students.
- c. All grade level content TEKS must be taught through accommodated instruction, pacing, and materials to ensure all ELs have every opportunity for mastery of the TEKS.
- d. When necessary, tests and final examinations must be modified with designated linguistic supports appropriate for the student's proficiency level in English.

#### 2. Grading of ELs Specific to Content Area Classes

- a. All teachers must use accommodations according to the student's proficiency level in English. These assessments should not be totally dependent on the English language.
- b. The recording of grades *may be* deferred for up to three weeks after enrollment for recent immigrant, non English-speaking students.

- c. All grade level content TEKS must be taught through accommodated instruction, pacing, and materials to ensure all ELs have every opportunity for mastery of the TEKS.
  - d. When necessary, tests and final examinations must be modified with designated linguistic supports appropriate for the student's proficiency level in English.
3. Numerical Grades on Student Report Cards
- a. Non English-speaking (NES) Students in Middle School
    1. At the middle school level, numerical grades should be reported at the first grading period after enrollment; however, if a student is in the first semester of their enrollment, and they are an NES recent immigrant, their grade *may* be deferred for one grading period; use NG.
    2. Final examination must be modified to take into account the student's proficiency level in English.
  - b. All ESL Students in High School
    1. At the high school level, numerical grades should be reported at the first grading period after enrollment; however, if a student is in the first semester of their enrollment, and they are an NES recent immigrant, their grades *may* be a No Grade (NG) for one grading period.
    2. All ESL students must receive a grade for the last grading period of the semester in order to receive credit for the course.
    3. Previous NG designations will be replaced by the reported grade as an average for the grading periods when no grade was assigned.

## VI. Course Changes

### A. General Information

The building principal requests the number of subject teachers based on the student course selections made prior to the end of the year. Schedule changes are made by the counselor with approval of the principal for the purposes of correcting errors in schedules, leveling classes (removing students from overloaded classes and adding to smaller classes), and making adjustments to eliminate conflicts.

When a student enters a new course, his grade in the new course will be based entirely on work associated with the new course. No grades will be carried forward from one course to another. However, when a student changes a course level (*example*: Pre-AP to Grade Level), the grade from the previous level is carried forward to the new course.

See the [Course Catalog](#) for information about entry requirements for courses.

### B. Dropping a Course/Schedule Changes

Student-parent course selections determine the overall academic schedule for the school. The building principal requests for the following year the number of subject teachers based on the student course selections made prior to **May 1**. After that date the only courses students may drop or add are those necessary to work out errors or conflicts. If a student is enrolled in a course for which he has not passed the prerequisite, **it will be the student's responsibility to request a schedule change**. Students should refer to the [Course Catalog](#) for a listing of course offerings and their prerequisites. Schools with alternative schedules may set different time lines. Reasonable access to the principal is granted under *TEC 26.003*. Requests of schedule changes rest upon the principal's decision due to the impact that may occur on class sizes and displacement of students school wide.

#### 1. Changing from a Pre-AP, AP, GT or IB Class to a Grade Level Class

Changing at the end of a grading period, it is important that sponsors/coaches be aware that if a failing grade was received in a non-waiverable Pre-AP, AP, GT, or IB course, the student is ineligible until the next progress report period according to TEA and UIL guidelines. The converted Grade Level grade will show in Skyward, but the original failing grade will stand according to UIL and TEA guidelines.

#### 2. Changing from Early College Program (ECP) Course

If the student withdraws from an ECP course before the end of the first high school grading period that semester, he/she should be placed in a similar class if at all possible. When a student transfers into a similar class, the student will be given an opportunity to complete assignments deemed appropriate by the receiving teacher to allow the student to earn a 70 for that reporting period. If the student withdraws and does not take another class, no grade will be posted to the transcript since the student did not complete the coursework for that semester. His/her college record will reflect the withdrawal.

If the student withdraws from an ECP course after the end of the first high school grading period, he/she will be required to restart the course. Online options may be available; otherwise, the student will restart the course during the next semester it is available. In this situation, no grade will be posted on the student's transcript. His/her college record will reflect the withdrawal. Students in this situation will be scheduled into study hall. Neither off-campus nor office aide will be options.

### C. Assigning Grades When Course Changes Occur

At the end of a six weeks' grading period, when a student moves from Pre-AP/AP to Grade Level, the "receiving" teacher shall use the following grade conversion chart to determine the student's six weeks' grade. In this event, the "receiving" teacher converts the original average to the new grade using the chart and must submit a grade change request through Skyward. When students move at the end of the semester, the Pre-AP or AP grade and course appear on the transcript and no conversion occurs.

### D. Exit Information Regarding Pre-AP/AP Courses

The opportunities for a student to choose to exit a Pre-AP/AP class are limited to the 1<sup>st</sup> formal grading period (six weeks or nine weeks) of the course. Pre-AP and most AP courses are designed as full year courses. Students who enroll in these courses are required to complete both semesters of the course, unless they exit due to a grade of "D" or "F" (below 75) at the end of the first formal grading period or the end of the semester. Dropping a course with a grade of 75 or greater requires principal approval and will only be considered in extenuating circumstances. In cases where students are dropped for low grades or extenuating circumstances, replacement course options are limited to those where space is available and exclude off-campus and office aide.

Each campus will establish guidelines for when and how students can request to drop Pre-AP/AP classes within the first formal grading period.

Students should consider choosing to exit a Pre-AP/AP course if they are not maintaining at least a "C" average. This decision requires parent/guardian approval.

If the student's grade in a Pre-AP/AP course falls below a 70 (failing) at the end of any formal grading period (six weeks or nine weeks), the student will be removed from the Pre-AP course unless otherwise recommended by the building principal. Reassignment from a Pre-AP/AP course to a Grade Level course will be recommended by campus personnel.

For courses for which there are no grade level equivalents, students must have at least a "C" average to remain in the course at end of the 1<sup>st</sup> six weeks. The parent/ guardian of a student with a "D" average who wishes the student to remain in the course must sign a statement documenting that they understand the student will not have the opportunity to exit the course until the end of the semester.

At any time when a student moves from grade level to Pre-AP/AP, grades will follow to the new class without conversion.

#### Moving from Pre-AP/AP to Grade Level

*(this conversion only applies for drops at the end of the first formal grading period)*

60 = 70	65 = 72	70 = 75	75 = 80	80 = 90	85 = 95
61 = 70	66 = 73	71 = 76	76 = 82	81 = 91	86 = 96
62 = 71	67 = 73	72 = 77	77 = 84	82 = 92	87 = 97
63 = 71	68 = 74	73 = 78	78 = 86	83 = 93	88 = 98
64 = 72	69 = 74	74 = 79	79 = 88	84 = 94	89 = 99

For grades below 60, 10 points will be added.

## VII. Credits, Grade Point Average (GPA), Promotion/Retention

### A. Determining How Credit Is Earned

Grade-level advancement for students in grades 9-12 shall be earned by course credits. [Board Policy EIE \(LOCAL\)](#) SBISD awards .5 credit at the end of each semester for courses in which a grade of 70 or higher is earned. A full year credit will be earned when the first and second semester grades averaged together are at least 70. All high school credit courses are transcribed regardless of grade or if earned in middle school.

### B. Grade Level Classification in High School

The number of credits required for classification purposes follows University Interscholastic League (UIL) guidelines. All students entering high school from middle school will be classified as 9<sup>th</sup> graders for the first year regardless of the number of high school credits earned in middle school or through credit by examination.

The following chart indicates the number of credits required for each grade level in high school.

9 <sup>th</sup> Grade	0 state credits
10 <sup>th</sup> Grade	5 state credits
11 <sup>th</sup> Grade	11 state credits
12 <sup>th</sup> Grade	17 state credits

In addition to the above, all students classified as seniors must be able to fulfill graduation requirements by the end of the school year (defined as August 1–July 31) in which they are classified as seniors, including summer graduation. In order to participate in the graduation ceremony, each student must have met **all** graduation requirements, including passing all required courses and mastery of appropriate state assessments.

### C. Grade Level Placement—New Enrollees to SBISD

#### 1. Placement from Accredited Schools

New resident students entering the District from accredited public, private, or parochial schools after grade one shall provide evidence of prior schooling outside the District. They shall be placed initially at the grade level reached elsewhere or the appropriate grade based on the credits earned, pending observation by the classroom teachers, guidance personnel, and principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal or designee shall determine the final grade placement. For the purpose of this policy, “accredited” shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the Commissioner of Education.

#### 2. Placement from Non-Accredited Schools

Students entering the District from non-accredited public, private, or parochial schools, including home schools, shall be placed initially at the discretion of the principal or designee, pending credit by examination, observation by the classroom teacher(s), guidance personnel, and the principal. Criteria for placement include scores on core subject test(s), which may be administered by appropriate District personnel.



3. All necessary placement exams must be concluded within at least six weeks of student enrollment unless the principal allows more time to complete the exams.

#### **D. Promotion/Retention in Middle School**

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, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, science, and social studies.

Students in grades 6, 7, and 8 who fail to meet the above requirements shall attend summer school and successfully master the requirements prior to being promoted. In grade 8, according to the requirements of the Student Success Initiative (SSI), satisfactory performance (Approaches Grade Level) on grade 8 state Reading and Mathematics assessments (STAAR) are criteria for promotion to grade 9.

#### **E. Student Success Initiative for Eighth Grade Students**

The Student Success Initiative is in effect for students in eighth grade. According to *House Bill 3, Section 28* –

1. Each time a student fails to perform satisfactorily on any STAAR assessment, the District shall provide the student with accelerated instruction in the applicable subject area, which may include instruction outside normal school operating hours. The District shall also notify the student's parents of the failure, the accelerated instruction, and the possibility of retention.
2. The District shall provide at least two additional opportunities to take the initially failed Reading and Mathematics STAAR. After the student fails to perform satisfactorily the second time, a grade placement committee must meet to prescribe the accelerated instruction before the third attempt. The parent, the principal or principal's designee, and the teacher are the committee.
3. A student who fails to perform satisfactorily after three attempts may only advance to the next grade by unanimous decision of the student's Grade Placement Committee. The District shall give the parent written notice of their right and opportunity to appeal a decision to retain. The Grade Placement Committee must consider the following when determining whether a student should be promoted to the next grade:
  - a. The recommendation of the student's teacher;
  - b. the student's grade in each subject or course;
  - c. the student's score on STAAR in eighth grade; and
  - d. any other necessary academic information.

A student who fails the Reading or Mathematics STAAR in grade 8 and is promoted to the next grade level must complete the required accelerated instruction as a condition of promotion. *H.B. 3, Section 28*

4. The District is not precluded from retaining a student who performs satisfactorily on Reading and Mathematics STAAR.

**F. Academic Credit for Middle School Coursework**

Students who successfully complete high school coursework in middle school with a grade of “70” or better will receive credit toward high school graduation. Each semester grade and the credit earned will be recorded on the transcript but will **not** be included in the student’s grade point average or class rank. Class-ranking grade points are not counted until 9<sup>th</sup> grade. High school courses taken in middle school can be repeated in high school if the original grade earned was 85 or less.

**G. Grade Point Average (GPA)**

- Is determined by dividing the total grade points by the number of semester courses.
- Both grades, the failing grade and the retake grade, for courses repeated to regain credit are included in calculating the GPA.
- Only courses taken in high school during the regular school day will be counted for GPA purposes. This means such courses as original credit summer school courses, correspondence courses, and on-line courses not taken during the school day will count for credit but not for GPA. The only exception is for courses that have to be repeated due to failure, which are included in GPA regardless of setting.
- Grades from high school courses brought forward from middle school do not count in high school GPA.

Class Rank and GPA are calculated using the semester averages from ninth, tenth, eleventh, and first semester of the twelfth grade.

**H. Weighted Letter/Numerical Grades**

Credit requirements for graduation must all be **state-approved**. The calculation of a high school student’s grade point average for rank in class is based on grade points assigned as follows:

Level	A	B	C	D	F
Numeric Grade	90-100	80-89	75-79	70-74	69 & below
Advanced (P, Q, I, D)*	7	6	5	4	0
Grade Level	6	5	4	3	0
Basic/Functional	4	3	2	1	0

- \* P – Advanced Placement
- Q – Pre-Advanced Placement
- I – International Baccalaureate (IB)
- D – Dual Credit

Weighted grade points (P, Q, I, D) may be awarded for only one course in each of the four core curricular areas (English, Mathematics, Science, and Social Studies) per year in grades 9-12.

**I. Class Rank**

Academic Achievement Class Ranking [[Board Policy EIC \(LOCAL\)](#)]

In addition to the designation of a valedictorian and a salutatorian of the graduating class, there shall be designated honor students to be recognized at the commencement exercises as follows:

- a. Graduating magna cum laude—the upper five percent of the class
- b. Graduating cum laude—the next highest ten percent of the class

The class rank for a graduating student shall not be officially reported on a student's academic transcript, with the exception of a student in the top ten percent of the class as required by law, unless the student requests in writing on or before October 15 of each school year to have his or her class rank reported. For students who request inclusion of class rank on their transcripts, class rank shall be determined by a weighted grade point system established by the District, and grades earned in approved District distance learning/virtual courses taken as part of the normal course load (the number of periods in a normal school day as established by each campus) shall be included in the calculation of class rank. Grades earned in approved District distance learning/virtual courses in excess of the normal course load shall not be included in this calculation.

**J. Honor Graduate Certificate and Declaration**

In accordance with the *Texas Education Code* and [Board Policy EIC \(LOCAL\)](#), the governing board of each institution of higher education may issue scholarships each year to the highest ranking graduate of each accredited high school of this state, exempting the graduates from the payment of tuition during both semesters of the first regular session immediately following their graduation.

When a high school has more than one student qualifying for top honors, the high school principal shall select a committee to determine which student tying for valedictorian honors at the principal's high school will be awarded the honor graduate certificate and declaration.

The committee shall have the option of considering the following criteria in reviewing the applicants:

1. All students qualifying for valedictorian honors who plan to attend a state-supported college or university.
2. The numerical average of each student's grades in previous years.
3. SAT scores taken by each student during his or her high school career.
4. An essay written by each student on a topic of the committee's choice.
5. Documented community service hours performed by each student during his or her high school career.
6. The number of District courses completed by each student during his or her high school career.

The committee shall document the procedure used to identify the top honor graduate.

VIII. Graduation

# Graduation Program – Overview

## Foundation High School Program

A new, more flexible graduation program that allows students to pursue their interests is in place for all students who entered high school beginning in the 2014-2015 school year.

### The program contains:

- A 22-credit Foundation Plan which is the core of the new Texas high school diploma
- Five endorsement options that allow students to focus on a related series of courses

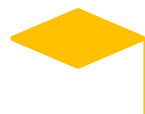
### Foundation Plan (22 credits)

English (4 credits)	English I	English II	English III	An advanced English course
Mathematics (3 credits)	Algebra I	Geometry	An advanced math course	
Science (3 credits)	Biology	Integrated Physics & Chemistry or an advanced science	An advanced science course	
Social Studies (3 credits)	W. History or W. Geography	U.S. History	U.S. Government (.5 credit)	Economics (.5 credit)
Languages other than English (2 credits)	2 credits in the same language or 2 credits in Computer Science			
Physical Education (1 credit)	Fine Arts (1 credit)	Electives (5 credits)		

### Foundation Plan with Endorsements (26 credits)

**Spring Branch ISD encourages every student to graduate with at least one endorsement.\***

Select an endorsement below to view specific graduation requirements:



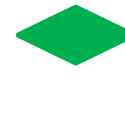
[STEM](#)



[Business/Industry](#)



[Public Services](#)



[Arts/Humanities](#)



[Multidisciplinary](#)

### Enhancements

Additionally, a student may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law.

Distinguished Level of Achievement	Performance Acknowledgments
• Foundation Program requirements	• dual credit course
• 4 credits in mathematics including Algebra II	• bilingualism and biliteracy
• 4 credits in science	• PSAT, ACT's PLAN, SAT, or ACT
• at least 1 endorsement	• Advanced Placement or International Baccalaureate exam
	• earning a nationally or internationally recognized business or industry certification or license

\* A student entering 9<sup>th</sup> grade must indicate an endorsement he or she plans to follow. A student may change or add an endorsement at any time.  
 \* A student may graduate without earning an endorsement if, after his or her sophomore year, the student's parent signs a form permitting the student to omit the endorsement requirement.

Source: Texas Education Agency Graduation Tool

## Science, Technology, Engineering, and Mathematics (STEM) Endorsement 26 Credits

*In order to earn a Science, Technology, Engineering, and Mathematics (STEM) Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit requirements to earn a minimum of 26 total credits.*

### General Course Requirements

**19 credits**

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, Algebra II, and one advanced mathematics
- 4 credits Science – Biology, Chemistry, Physics, and one advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

### Pathway Requirements

**1-6 credits** (depending upon pathway selected)

*Select one of the options below.*

<b>Computer Science</b>	<a href="#">4 credits</a>
<b>Mathematics</b>	<a href="#">1 additional advanced mathematics credit</a> beyond Algebra II
<b>Science</b>	<a href="#">1 additional advanced science</a>
<b>Career &amp; Technical Education</b>	<a href="#">Engineering – Project Lead the Way</a>

### Additional Credit Requirements

**Remaining Credits to 26 – Choice Electives**

[Credit Checklist](#) – This is a tool for monitoring your progress. Your counselor will maintain an official record of your coursework.

**Distinguished Level of Achievement**

Students must earn at least one Endorsement and successfully complete a 4<sup>th</sup> science + Algebra II  
(Distinguished Level of Achievement required for top 10% consideration)

## Business & Industry Endorsement 26 Credits

*In order to earn a Business & Industry Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.*

### General Course Requirements

**19 credits**

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, and two advanced math
- 4 credits Science – Biology, IPC or Chemistry or Physics, and two advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

### Pathway Requirements

**4-6 credits** (depending upon pathway selected)

*Select one of the options below.*

<b>Language Arts Electives</b>	<a href="#">4 ELA elective credits</a> with 3 levels in the same area
<b>Technology Applications</b>	<a href="#">4 credits</a>
<b>Career &amp; Technical Education</b>	<a href="#">Agriculture, Food &amp; Natural Resources</a>
	<a href="#">Architecture &amp; Construction</a>
	<a href="#">Arts, A/V Technology &amp; Communications</a>
	<a href="#">Business, Finance, &amp; Marketing</a>
	<a href="#">Hospitality &amp; Tourism</a>
	<a href="#">Information Technology</a>
	<a href="#">Manufacturing</a>

### Additional Credit Requirements

**Remaining Credits to 26 – Choice Electives**

[Credit Checklist](#) – This is a tool for monitoring your progress. Your counselor will maintain an official record of your coursework.

**Distinguished Level of Achievement**

Students must earn at least one Endorsement and successfully complete a 4<sup>th</sup> science + Algebra II  
(Distinguished Level of Achievement required for top 10% consideration)

**Public Services Endorsement  
26 Credits**

*In order to earn a Public Services Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.*

**General Course Requirements**

**19 credits**

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, and two advanced math
- 4 credits Science – Biology, IPC or Chemistry or Physics, and two advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

**Pathway Requirements**

**4-6 credits** (depending upon pathway selected)

*Select one of the options below.*

<b>Navy Junior Reserve Officers Training Corps (NJROTC)</b>	<a href="#"><u>4 credits</u></a>
<b>Career &amp; Technical Education</b>	<a href="#"><u>Education &amp; Training</u></a>
	<a href="#"><u>Health Science</u></a>
	<a href="#"><u>Human Services</u></a>
	<a href="#"><u>Law, Public Safety, Corrections &amp; Security</u></a>

**Additional Credit Requirements**

**Remaining Credits to 26 – Choice Electives**

[Credit Checklist](#) – This is a tool for monitoring your progress. Your counselor will maintain an official record of your coursework.

**Distinguished Level of Achievement**

Students must earn at least one Endorsement and successfully complete a 4<sup>th</sup> science + Algebra II  
(Distinguished Level of Achievement required for top 10% consideration)

## Arts & Humanities Endorsement 26 Credits

*In order to earn an Arts & Humanities Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.*

### General Course Requirements

**19 credits**

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, and two advanced math
- 4 credits Science – Biology, IPC or Chemistry or Physics, and two advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

### Pathway Requirements

**2-3 credits** (depending upon pathway selected)

*Select one of the options below.*

<b>English Electives</b>	<a href="#">3 credits</a> beyond English IV
<b>Fine Arts</b>	<a href="#">3 additional credits</a> beyond the one required credit
<b>Languages Other Than English (LOTE)</b>	<a href="#">2 additional credits</a> beyond the two required credits
<b>Social Studies</b>	<a href="#">2 additional credits</a> beyond the three required credits

### Additional Credit Requirements

**Remaining Credits to 26 – Choice Electives**

[Credit Checklist](#) – This is a tool for monitoring your progress. Your counselor will maintain an official record of your coursework.

**Distinguished Level of Achievement**

Students must earn at least one Endorsement and successfully complete a 4<sup>th</sup> science + Algebra II  
(Distinguished Level of Achievement required for top 10% consideration)



## Multidisciplinary Endorsement 26 Credits

*In order to earn a Multidisciplinary Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.*

**General Course Requirements**

**19 credits**

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, and two advanced math
- 4 credits Science – Biology, IPC or Chemistry or Physics, and two advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

**Pathway Requirements**

**1-4 credits** (depending upon pathway selected)

*Select one of the options below.*

<b>Four by Four</b>	<a href="#">1 additional credit</a> beyond the three required credits
<b>Four total credits in: Advanced Placement (AP) or International Baccalaureate (IB) or Dual Credit</b>	May be a combination of: English Mathematics Science Social Studies Economics Languages Other than English Fine Arts

**Additional Credit Requirements**

**Remaining Credits to 26 – Choice Electives**

[Credit Checklist](#) – This is a tool for monitoring your progress. Your counselor will maintain an official record of your coursework.

**Distinguished Level of Achievement**

Students must earn at least one Endorsement and successfully complete a 4<sup>th</sup> science + Algebra II  
(Distinguished Level of Achievement required for top 10% consideration)

**B. Early Graduation**

For certain students who want to begin college, provision is made for early graduation if several requirements are met. Early graduation must be discussed with the counselor and approved by the building principal prior to the beginning of the third year in high school. The student will be ranked in the class in which the student graduates. Exceptions to this guideline must be approved by the building principal.

**C. Commencement Exercises**

A student may participate in the high school graduation exercises if he/she has successfully completed all requirements as stipulated by the TEA and SBISD. If graduation requirements are met in the summer following the senior year, a summer graduation exercise is available.

**D. Transcripts**

Transcripts of a student's academic record may be requested through the school registrar. If the student is not 18 years of age, a parent or guardian must sign and return a release of information form.

**E. STAAR End-of-Course (EOC) Exemptions**

STAAR EOC exemptions are available to students who performed satisfactorily on certain nationally recognized assessments.

To be eligible to use a substitute assessment in lieu of a corresponding STAAR EOC assessment for graduation purposes, a student would need to be administered a substitute assessment for an equivalent course in which the student was enrolled and receive a satisfactory score on that assessment.

In addition:

- a student electing to use a substitute assessment for graduation purposes must take the corresponding STAAR EOC assessment only if the student did not receive a satisfactory score on the substitute assessment for an equivalent course in which the student was enrolled;
- a student who fails to perform satisfactorily in a subject area on the PSAT or the ACT–PLAN must take the appropriate EOC assessment to meet the assessment graduation requirements for that subject; and
- a satisfactory score on a substitute assessment can only apply to one specific STAAR EOC assessment. For example, a student may substitute an SAT or ACT assessment for the English I or English II assessment, but the same assessment cannot be substituted for both the English I and II assessments.

See [Exhibits](#) for STAAR EOC Substitute Assessments Standards Chart.