

Spring Branch Independent School District



SBISD

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

2024-2025

SBISD EXPECTATIONS FOR THE GRADING AND REPORTING OF STUDENT PROGRESS

Employee Acknowledgment Form

SBISD Board Policy **EIA (LOCAL)**¹ 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.

¹ <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.

RETESTING 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)**]

ELEMENTARY SCHOOLS 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.

SECONDARY 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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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 **FEC** and the *Student Code of Conduct*].

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 **EIE**.

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 *Student Code of Conduct*. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

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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), AAC, 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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Secondary Grading Expectations

I. Introduction

The purpose of these Grading Expectations is to increase consistency of standards and enhance student achievement by sharing common practices and ensuring consistency with Board Policy. 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.

In addition to these Grading Expectations, the principal at each campus shall work with faculty to establish annual written grading standards within the District framework. These standards will address at a minimum the following:

1. Retesting procedures
2. Extra credit
3. Homework
4. Make-up work
5. Grading standards for individual assignments

Campus grading standards are submitted by July 25 annually for district review, then published at the start of the school year on each campus' web page.

In addition, teachers receive annual training before school begins on the SBISD Grading Expectations and campus specific grading standards.

Finally, each teacher provides a syllabus at the beginning of the school year to explain specific classroom expectations.

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	A	Excellent Progress
80 - 89	B	Good Progress
75 - 79	C	Average Progress
70 - 74	C-	Poor Progress
Below 70	F	Failure
	I	Incomplete
	NG	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 student progress. 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 “C-” 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 stop taking grades any earlier than three (3) days prior to the end of the grading period.

E. Incomplete Grades and Grade Changes

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. Students are ineligible to participate in UIL activities until the Incomplete is resolved to a passing grade.

F. Behavior Designations

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

E	Excellent	The student has an exemplary attitude, is always cooperative, and always observes school rules and regulations.
S	Satisfactory	The student has a good attitude, is cooperative, and generally observes school rules and regulations.
N	Needs Improvement	The student's attitude needs to improve. Infractions of school and classroom rules exist.
U	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 for the conference to be scheduled. 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 Nine-Weeks and Semester Grades

Campuses will establish a common set of grade categories that will apply in all classes taught on the campus. Same titled courses will have common weights within the campus established categories.

1. A minimum of 10 grades must be recorded in each nine-week grading period. Homework should contribute no more than 20% of the average. No single assignment, test, or project may count more than 25% of the nine-week average. *Note:* Advanced Placement, Dual Credit, Dual Enrollment, 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 grades are calculated by averaging the two 9-week grades (43% of semester grade each) and the final examination (14% of the semester grade).
6. 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*

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*. The UIL eligibility calendars for nine 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 an 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 Description
Major tests are considered to be chapter, unit, concept, or time (weekly, three-weeks', six-weeks', nine-weeks') tests.
2. Advanced Scheduling of Major Tests
Major tests should be scheduled at least three class days in advance.

3. Grading Period Examinations

Grading period examinations should be representative of the entire grading period's work.

a. High School

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. Middle School

At the middle school level, semester examinations must be given in courses for which high school credit is awarded and all core subject middle school classes. Any exceptions to the scope of material tested may need approval by the building principal. 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.

4. Access to Teaching Materials

According to *Law Bulletin TEC Section 26.006 Access to Teaching Materials*:

a. Parental Access

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. District Responsibility for Review

A school district shall make teaching materials and tests readily available for review by parents. The district may specify reasonable hours for review.

c. Right to Review Grades

A student and parent have the right to review his/her grades at an appropriate time.

5. Test Review

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), Advanced Academic Course (AAC), IB 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. High School Final Examination Exemptions

	Fall Exemptions	Spring Exemptions
9th Grade	0	1
10th Grade	0	2
11th Grade	0	3
12th Grade	0	7
Attendance Requirement	No more than 5 absences in any class. A student with more than 5 absences in any class, is ineligible for all exemptions. Tardies = $\frac{1}{3}$ absence	
Grade Requirement	Grade of 80 or higher	
Behavior Requirement	No ISS, OSS or DAEP. No office referral for academic dishonesty that results in a behavior or academic consequence.	
AP/IB	Students in AP or IB courses who sit for the AB/IB exam may exempt the course final if they meet the other exemption criteria. These exemptions are in addition to the number available for students in their grade level.	
Other Considerations	All fines and fees must be clear	

E. 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. **Eligibility**
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. **Student Responsibility**
It is the student's responsibility to make arrangements with teachers for make-up work prior to or immediately upon returning to class.
3. **Alternate Version**
Make-up work, especially tests, may be of an alternate version to more accurately measure what the student has learned.

4. Preapproved Absences

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. Grading Period

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. Schedule

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):

- 1st day absence day following return to class
- 2nd day absence 2 days after return to class
- 3rd day absence 3 days after return to class
- 4th day absence 4 days after return to class
- 5th day absence 5 days after return to class
- 6th day absence 5 days after return to class
unless prior approval given by principal

7. Home-based Instruction

Students who receive home-based instruction will receive full credit for all assignments completed.

F. 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 ESL 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 (RtI/SSC) must be scheduled. A staff member or a parent can initiate the RtI/SSC process by contacting the school's RtI/SSC facilitator. The RtI/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. Emergent Bilingual Students (EBs)

Emergent Bilingual Students (EBs) are at different stages of language acquisition. In assessing EBs for mastery of the essential knowledge and skills, the District will be flexible with methods allowing EBs 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 (f) of this section, second language acquisition methods, which may involve the use of the students' primary language, may be provided in any of the courses or electives required for promotion or graduation to assist the English learners to master the essential knowledge and skills for the required subject(s). The use of second language acquisition methods shall not impede the awarding of credit toward meeting promotion or graduation requirements.*

A. Guidelines for Grading Emergent Bilingual Students (EBs)

Linguistic Instructional accommodations for EBs are informed by the LPAC; however, classroom teachers are responsible for implementing appropriate language accommodations to meet the needs of the Emergent Bilingual Students.

After being given appropriate linguistic accommodations, accessible reading materials and instruction using appropriate ESL methodologies, if an EB student 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 accommodated instruction to enable students to become proficient in the English language and achieve academic success. 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 linguistically accommodated instruction, pacing, and materials to ensure all EBs have every opportunity for mastery of the TEKS.
- d. When necessary, tests and final examinations must be accommodated with designated linguistic supports appropriate for the student's proficiency level in English.

2. Grading of EBs Specific to Content Area Classes

- a. All teachers must use linguistic 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 EBs 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. Newcomer Students in Middle School. A newcomer is defined in SBISD as Limited English proficient (LEP) student who has been in the United States for less than two years and who demonstrates little or no ability to express him or herself in English. The focus should be on instructional and classroom assessment practices for newcomer EB students that facilitate access to the curriculum and opportunities for varied methods for demonstrating content knowledge for grading purposes (found in the US Department of Education Newcomer Toolkit). Limited language proficiency in English should not be a basis for failure or retention. This applies to all content areas.

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*: AAC 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 26.03*. 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 an AAC, 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 AAC, 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. Dropping a Dual Credit or Dual Enrollment Course

Students are limited to withdrawing from dual credit or dual enrollment course at the end of the first nine weeks of the course on the high school calendar. Students dropping a dual credit or dual enrollment course shall be placed in the grade level equivalent course. Each campus will establish guidelines for how students request a drop from dual credit/dual enrollment classes.

- Dual credit and dual enrollment courses taught by SBISD teachers will have a posted 9-weeks grade. Dual credit courses taught by HCC instructors will not have a posted 9-weeks grade.
- For students with a posted grade, the grade will be used in the semester grade calculation.
- Students without a posted grade at the time of the drop will receive an NG for the first 9-weeks. For these students, the semester grades will be based on grades earned during the second 9-weeks and final exam.

Note: RISE College Academy at Northbrook High School has unique program expectations for dropping classes. RISE students should consult RISE program documents for more information.

C. Exit Information Regarding AAC/AP Courses

Below are the rules guiding the exiting of AAC and AP courses.

- Students who enroll in AAC/AP courses are required to complete both semesters of the course unless they choose to exit due to a grade below 75 at the end of the first nine weeks or the end of the semester. This decision requires parent/guardian approval.
- Each campus will establish guidelines for when and how students can exit AAC/AP classes within the first nine weeks.
- Requesting to exit a course with a grade of 75 or greater requires principal approval and will only be considered in extenuating circumstances.
- If the student's grade in an AAC/AP course (for which there is a grade level equivalent course) falls below a 70 at the end of **any** nine weeks, the student will be removed from the course and reassigned to the grade level equivalent course unless otherwise recommended by the building principal.
- When a student exits an advanced course to the grade level equivalent course at the end of the first nine weeks, a grade adjustment will be applied to the nine-weeks grade (see chart below). This adjustment is only made for those that exit an advanced course at the first nine weeks of the course. Students who exit at the end of the semester will have the earned grade appear on their semester report card and transcript.
- For AAC/AP courses for which there is no grade level equivalent, students can only exit if their grade is below 75. This exit will only occur at the first 3-week progress report. After the first three weeks, students must remain in the course until the end of the year and will only be permitted to exit at semester if the student's semester average is below 70. Grades earned in these courses will not be carried forward to the new course, as the new course will not be the same subject.
- In cases where students exit advanced courses due to low grades or extenuating circumstances, replacement course options are limited to those where space is available and exclude off-campus, study hall and office aide.

Moving from AAC/AP or IB to Grade Level

***(this conversion only applies for drops at the end of the first formal grading period:
the first 9 weeks of the course)***

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.

* If a student moves from a Grade Level class to an AAC/AP/IB class, grades earned in the Grade Level class will follow to the new class without conversion.

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 9th 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 th Grade	0 state credits
10 th Grade	5 state credits
11 th Grade	11 state credits
12 th 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. Placement Exams

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. Academic Credit / Accelerated 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 9th grade. High school courses taken in middle school can be repeated in high school if the original grade earned was 85 or less.

Note: Accelerated math students taking 7th grade math AAC will be administered the 8th grade STAAR assessment.

EIE (LOCAOL): Upon request, a high school student may be allowed to repeat a course during summer school or the regular school year for which graduation credits have been earned previously.

The following guidelines shall apply:

- A student shall be required to meet the same standards and course requirements established for the class.
- Entries on a student's permanent record and transcript shall be made to indicate the following information about the repeated course:
 - Course title (with notation that the course had been passed previously); and
 - The numerical grade earned.
- Grade points shall only be awarded for repetition of courses completed previously if a grade of 85 or less was first earned.
- Grade points earned previously for a repeated course shall remain a part of the record and shall also be used in computation of class rank.
- Graduation credit may be awarded only once for passing the same course.

E. 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.

F. 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	C-	F
Numeric Grade	100-90	89-80	79-75	74-70	69 & below
Advanced (P, Q, H 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 (*Only available through the 2020-2021 school year*)

H – **Advanced Academic Course (AAC)**

I – International Baccalaureate (IB)

D – Dual Credit

Weighted grade points (P, Q, H, 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.

G. 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.

H. 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

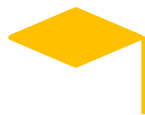
Foundation Plan (22 credits)

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 from Computer Science I, II, or III		
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.*

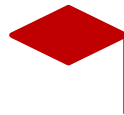
Select an endorsement below to view specific graduation requirements:



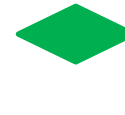
[STEM](#)



[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 9th 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

18 credits

- 4 credits English – ELA I, II, III, & one advanced English
- 3 credits Mathematics – Algebra I, Geometry, Algebra II and 1 advanced math
- 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.

Mathematics	2 additional advanced mathematics credit for which Algebra II is a prerequisite
Science	1 additional advanced science
Career & Technical Education	Programming and Software Development Engineering Cybersecurity

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th 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.

Language Arts Electives	4 ELA elective credits with 3 levels in the same area
Career & Technical Education	CTE Career Clusters

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th 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.

<p>Navy Junior Reserve Officers Training Corps (NJROTC)</p>	<p>ROTC I – IV</p>
<p>Career & Technical Education</p>	<p>CTE Career Clusters</p>

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th 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.

English Electives	3 credits beyond English IV
Fine Arts	3 additional credits beyond the one required credit
Languages Other Than English (LOTE)	2 additional credits beyond the two required credits
Social Studies	2 additional credits beyond the three required credits

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th 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, & English IV
- 4 credits Mathematics – Algebra I, Geometry, and two math, at least one of which is an advanced math course
- 4 credits Science – Biology and either Chemistry or Physics, and two additional science, at least one of which is an advanced science course
- 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.

Four by Four	1 additional credit beyond the three required credits of Social Studies
Four total credits in: Advanced Placement (AP) or International Baccalaureate (IB) or Dual Credit	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

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th 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 the following charts for TEA accepted substitute assessments and scores for the 2024-2025 school year.

Figure: 19 TAC §101.4002(b)

Substitute Assessments Standards

ACT Substitute Assessments

STAAR Algebra I

STAAR Biology

STAAR English I

STAAR English II

STAAR U.S. History

Substitute Assessment	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
ACT^{^*} — June 2015 and Before	Mathematics	22			Reading	21	Reading	21		
					Combined English/Writing	18	Combined English/Writing	18		
ACT[^] — September 2015 and After	Mathematics	22	Science	23	Reading	22	Reading	22		
					English	18	English	18		
Aspire 9	Mathematics	428								
Aspire 10	Mathematics	432								
PLAN	Mathematics	19								

[^] Satisfactory scores on ACT Reading and English or Reading and Combined English/Writing assessments may be used in place of either the STAAR English I EOC or the STAAR English II EOC, but not both.

* To use the ACT, a student must have taken and received a satisfactory score on both sections of the ACT English language arts assessment.

SAT Substitute Assessments

STAAR Algebra I

STAAR Biology

STAAR English I

STAAR English II

STAAR U.S. History

Substitute Assessment	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
PSAT 8/9 or PSAT/NMSQT in 9th Grade — October 2015 and After	Mathematics	450			Evidence-Based Reading and Writing	410				
PSAT 10 or PSAT/NMSQT in 10th Grade — October 2015 and After	Mathematics	480			Evidence-Based Reading and Writing	430				
PSAT/NMSQT in 11th Grade — October 2015 and After	Mathematics	510			Evidence-Based Reading and Writing	460				
PSAT — 2014 and Before	Mathematics	47								
SAT[^] — Administered March 2016 and After	Mathematics	530			Evidence-Based Reading and Writing	480	Evidence-Based Reading and Writing	480		
SAT^{^*} — Administered January 2016 and Before	Mathematics	500			Critical Reading	500	Critical Reading	500		
					Writing	500	Writing	500		
SAT Subject Tests	Math Level 1 or Level 2	600	Biology-E or Biology -M	500					U.S. History	500

[^] Satisfactory scores on SAT Evidence-Based Reading and Writing or Critical Reading and Writing assessments may be used in place of either the STAAR English I EOC or the STAAR English II EOC, but not both.

^{*} To use the SAT administered in January 2016 or earlier, a student must have taken and received a satisfactory score on both the SAT Critical Reading and Writing assessments.

AP, IB, and TSI Substitute Assessments

	<i>STAAR Algebra I</i>	<i>STAAR Biology</i>	<i>STAAR English I</i>	<i>STAAR English II</i>	<i>STAAR U.S. History</i>					
Substitute Assessment	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
AP			Biology	3	English Language and Composition	3	English Language and Composition	3	U.S. History	3
IB*			Biology	4	Language A: Language and Literature	4	Language A: Language and Literature	4	History of the Americas	4
TSIA** — January 10, 2021 and Before	Mathematics	350			Reading	351	Reading	351		
					Objective Writing/Sentence Skills	340	Objective Writing/Sentence Skills	340		
					Writing	4	Writing	4		
TSIA2** — January 11, 2021 and After	Mathematics	950			English Language Arts	945	English Language Arts	945		
					Essay	5	Essay	5		

* The set passing score for the IB substitute assessments applies to both Standard Level and Higher-Level examinations.

**The TSIA and TSIA2 English language arts assessments are the only substitute assessments that may be used to simultaneously fulfill two EOC requirements. Satisfactory scores on the TSIA (Reading, Objective Writing/Sentence Skills, and Writing) or TSIA2 (English Language Arts and Essay) may be used in place of both the STAAR English I EOC and the STAAR English II EOC requirements in those cases described by subsection (d)(1) of this section. In all other cases, a satisfactory score on an approved substitute assessment may be used in place of only one specific STAAR EOC assessment.

