



Grading and Reporting Handbook

Secondary

2024-2025

Updated July 17, 2024

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Grading Timelines

Secondary Grading Timeline			
2024-2025			
Marking Period	End of Grading Period	Teacher's Grades Due	Posted in Parent Portal
First Nine Weeks August 14 - October 10th			
<i>Progress Report 1A (8/14-8/30)</i>	8/30/2024	9/3/2024 EOB	9/5/2024
<i>Progress Report 1B (9/3-9/20)</i>	9/20/2024	9/23/2024 EOB	9/25/2024
<i>Report Card</i>	10/10/2024	10/15/2024 EOB	10/17/2024
Second Nine Weeks October 15th - December 20th			
<i>Progress Report 2A 10/15-11/1)</i>	11/1/2024	11/4/2024 EOB	11/6/2024
<i>Progress Report 2B (11/4-11/22)</i>	11/22/2024	12/2/2024 EOB	12/4/2024
<i>Report Card</i>	12/20/2024	1/7/2025 EOB	1/9/2025
Third Nine Weeks January 8th - March 21st			
<i>Progress Report 3A (1/8-1/24)</i>	1/24/2025	1/27/2025 EOB	1/29/2025
<i>Progress Report 3B (1/27-2/14)</i>	2/14/2025	2/18/2025 EOB	2/20/2025
<i>Report Card</i>	3/21/2025	3/24/2025 EOB	3/26/2025
Fourth Nine Weeks March 24th - May 29th			
<i>Progress Report 4A (3/24-4/11)</i>	4/11/2025	4/14/2025 EOB	4/16/2025
<i>Progress Report 4B (4/14-5/1)</i>	5/1/2025	5/5/2025 EOB	5/7/2025
<i>Report Card</i>	5/29/2025	5/30/2025 EOB	6/2/2025

* = EOB (End of Business Day) MS 4:00pm, HS 4:30pm

JECA Grading Timeline			
2024-2025			
Marking Period	End of Grading Period	Teacher's Grades Due	Posted in Parent Portal
First Nine Weeks August 14 - October 10th			
<i>Progress Report 1A (8/14-8/30)</i>	8/30/2024	9/3/2024 EOB	9/5/2024
<i>Progress Report 1B (9/3-9/20)</i>	9/20/2024	9/23/2024 EOB	9/25/2024
<i>Report Card</i>	10/10/2024	10/15/2024 EOB	10/17/2024
Second Nine Weeks October 14th - December 20th			
<i>Progress Report 2A 10/14-11/1)</i>	11/1/2024	11/4/2024 EOB	11/6/2024
<i>Progress Report 2B (11/4-11/22)</i>	11/22/2024	12/2/2024 EOB	12/4/2024
<i>Report Card</i>	12/20/2024	1/7/2025 EOB	1/9/2025
Third Nine Weeks January 8th - March 21st			
<i>Progress Report 3A (1/8-1/24)</i>	1/24/2025	1/27/2025 EOB	1/29/2025
<i>Progress Report 3B (1/27-2/13)</i>	2/13/2025	2/17/2025 EOB	2/19/2025
<i>Report Card</i>	3/21/2025	3/24/2025 EOB	3/26/2025
Fourth Nine Weeks March 24th - May 28th			
<i>Progress Report 4A (3/24-4/11)</i>	4/11/2025	4/14/2025 EOB	4/16/2025
<i>Progress Report 4B (4/14-5/1)</i>	5/1/2025	5/5/2025 EOB	5/7/2025
<i>Report Card</i>	5/28/2025	5/29/2025 EOB	6/2/2025

*EOB (End of Business Day) HS 4:30pm

UIL Eligibility

2024-2025 UIL Eligibility Calendar

End of Grading Period	End of Grading Period	Regain/Lose Eligibility	3 Week Check Posting	Regain Eligibility	3 Week Check Posting	Regain Eligibility
1 st Six Weeks	Fri. Sept. 20 Grades Posted 9/23/24 EOB	Fri. Sept. 27	xxxxxxxx	xxxxxxxx	xxxxxxx	xxxxxxxx
1 st Nine Weeks	Thurs. Oct. 10 Grades Posted 10/11/24 EOB	Thurs. Oct. 17	Friday, Nov. 1 Grades Posted 11/4/24 EOB	Fri. Nov. 8	Mon. Dec. 2 Grades Posted 12/2/24 EOB	Mon. Dec. 9.
2 nd Nine Weeks	Fri. Dec. 20 Grades Posted 1/6/25 – EOB	Wed. Jan. 15	Mon. Jan. 27 Grades Posted 1/27/25	Mon. Feb. 3	Tues. Feb 18 Grades Posted 2/18/25 EOB	Tues. Feb. 25
3 rd Nine Weeks	Fri. March 21 Grades Posted 3/24/25 EOB	Fri. March 28	Fri. April 11 Grades Posted 4/14/25 EOB	Fri. April 18	Tues. May 6 Grades Posted 5/5/25	Tues. May 13

UIL Reviewed 7/8/2024

Eligibility is lost or regained when the bell rings to dismiss students for the day.

All students are academically eligible during a school holiday of a full calendar week or more. Listed below are the periods that all JISD students are academically eligible for participation.

From the time the bell rings to dismiss class on Friday, November 22nd until the bell rings to resume class on Monday, December 2nd.

From the time the bell rings to dismiss class on Friday, December 20th until the bell rings to resume class on Wednesday, January 8th.

From the time the bell rings to dismiss class on Friday, March 7th until the bell rings to resume class on Monday, March 17th.

Winter 5-day Holiday Restrictions: No Practice/Games December 22 – December 26.

Process for Eligibility & Accountability

- Responsibility for eligibility ultimately falls on the head coach.
- Two sets of eyes: The Head Coach and the first assistant will review an academic check.

Eligibility for UIL Participants for the First Six Weeks

UIL participants are eligible to participate in contests during the first six weeks of the school year provided the following standards have been met:

- Students beginning seventh grade competition, has not reached his/her 14th birthday on or before Sept.1st and has not enrolled in the ninth grade.
- Students beginning eighth grade competition, has not reached his/her 15th birthday on or before Sept.1st and has not enrolled in the ninth grade.
- Students beginning grade nine and below must have been promoted from a lower grade prior to the beginning of the current school year.
- Students beginning their second year of high school must have earned 5 credits which count toward state high school graduation requirements.
- Students beginning their third year of high school either must have earned a total of 10 credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the previous school year.
- Students beginning their fourth year of high school either must have earned a total of 15 credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the previous school year.

Exception: High school students transferring from out-of-state may be eligible the first six weeks of school if they meet the criteria cited above or school officials are able to determine that they would have been eligible if they had remained in the out-of-state school from which they are transferring.

Eligibility Standards

- According to UIL standards, students are eligible to represent their school in interscholastic activities if they:
- Have not graduated from high school.
- Are full-time, day students in the school, and have been in regular attendance at the school since the 6th class day of the present school year or have been in regular attendance for 15 or more calendar days before the contest or competition.
- Are enrolled in a four-year, normal program of high school courses, and initially enrolled in the 9th grade not more than 4 years ago nor in the 10th grade not more than 3 years ago.
- Not recruited.
- Are not in violation of the awards rule.
- Meet the specific eligibility requirements for athletic competition.

- Are less than 19 years old on Sept. 1 preceding the contest or have been granted eligibility based on a disability that delayed their education by at least one year.
- Live with parents inside the school district attendance zone their first year of attendance.
- Have not moved or changed schools for athletic purposes
- Have not violated the athletic amateur rule – students may not accept money or other valuable consideration (wearable, saleable, or usable items) for participating in any athletic sport during any part of the year. Athletes cannot allow their names to be used for the promotion of any product, plan, or service.
- Were eligible according to the 15-day rule and the residence rule prior to district certification.
- A foreign exchange student must receive written approval from the UIL Foreign Exchange Waiver Officer for varsity athletics.
- Students shall have not violated any provision of the summer camp rule – Incoming 10-12 grade students shall not attend a camp in which a 7-12 grade coach from their school district attendance zone works with, instructs, transports, or registers that student in camp.
- Students who have participated in athletics at another school since the eighth grade which is not a feeder school to the student's present high school, must have a PAPF form approved by the District Executive Committee on file to participate in varsity athletics.

Grade Checks for students involved in Extra-Curricular Activities

- a. Grades used for eligibility purposes at the 9th, 18th, and 27th weeks are based upon that 9-week grading period, not the semester grade.
- b. When a student loses or regains eligibility, a seven-calendar day waiting period (7-day grace period) will be in effect
- c. Students may practice / scrimmage but not participate while ineligible
- d. All students are academically eligible during a school holiday of a full calendar week (7 days) or more. (Example: Thanksgiving Holidays, Christmas Holidays, Spring Break)
- e. Waivers are good for 9 weeks or until the 9 weeks grading period expires. Waivers cannot cross over into different 9-week grading periods. (Example: Cannot be used for 3 weeks of one 9-week grading period and then the next 6 weeks of the next grading period)
- f. Waivers may not be saved for a later grade check
- g. PASS/FAIL classes are NOT exempt from eligibility

*****Head Coaches are responsible for the eligibility of all athletes in their particular program.*****

JISD No Pass No Play Guidelines

State Law allows students in **College Board advanced placement courses** to be granted a **waiver**, which allows for continued participation in extracurricular activities after earning a grade less than a 70. **JISD will grant students a waiver for any qualifying Honors/AP courses. Students may apply for 2 waivers per semester (a semester = 18 weeks). The waiver at the first six weeks grading period will be granted with no minimum grade needed, but for the one additional waiver per semester to be applicable, a student must carry a minimum grade of 60 in these courses.**

• All dual enrollment courses and courses identified by the Honors/Advanced Placement designation qualify for waivers.

- All failed Honors courses indicated on the “JISD Advanced Courses Identified for No Pass No Play Exemption” document require the completion of a UIL Eligibility Waiver.
- The minimum grade requirement that students must receive in order to pursue a waiver is a 60 for Honors, AP, Concurrent, IB, and Dual Credit.
- Students would be limited to two waivers per semester. There are no restrictions on how many waivers could be used at one grading period for qualifying classes.

- UIL Eligibility Waiver requires specific interventions for success moving forward. Failure on the part of the student to adhere to the interventions could result in the denial of future eligibility waivers. The acceptance of a waiver is at the discretion of the campus administrator.
- To be eligible after the grace period, student must turn in waiver before the seven-day grace period ends. Student may turn in a waiver later and become eligible the day it is turned in.

The following are identified as honor classes as referred to in the Texas Education Code, §33.081(d)(1), concerning extracurricular activities: These courses do not require a waiver if failed and are automatically waived per UIL. **(JISD athletics will require a more stringent policy and students will be required to obtain a waiver for all advanced courses if failed).**

- All College Board advanced placement (AP) courses and International Baccalaureate (IB) courses in all disciplines.
- English language arts:** high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One)”
- Languages other than English:** high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One),” and languages other than English courses Levels IV-VII;
- Mathematics:** high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One)” and Pre-Calculus.
- Science:** high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One)”;
- Social studies:** Social Studies Advanced Studies, Economics Advanced Studies, and high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One).”

JISD Board Policy (TEC 33.081) provides that no distinction shall be made between absences for UIL activities and absences for other extracurricular activities. **A student shall be allowed, in a school year, no more than ten extracurricular absences related athletic competition per sport.**

****This section on eligibility does not include all eligibility standards. It is the responsibility of all coaches to be familiar with all the UIL requirements. Additional explanation of eligibility requirements can be found in the UIL Side By Side publication, or the UIL Constitution and Contest Rules.****

JISD Athletic Department Open Enrollment Guidelines

Open Enrollment: JISD

This “Open Enrollment” policy allows students who live within the Judson Independent School District boundaries or outside the boundaries to attend any of our JISD schools.

UIL Implications under this policy:

Once a student is academically assigned to one of our High School campuses based on first choice enrollment, UIL guidelines state that the student must fill out a PAPF (Previous Athletic Participation Form) which includes vital information from parent(s), previous school attended, and the new school now attending. This PAPF is voted on by the DEC (District Executive Committee) to determine if this student athlete will be allowed to immediately be eligible for Varsity competition or if the student athlete must complete a 365-day penalty which regulates them to only Sub Varsity eligibility during this time frame.

JISD examples of immediate Varsity eligibility as a 9th Grader:

The student athlete has been enrolled as a direct feeder to their aligning high school and thus establishing their residency and completing their 365-day penalty their 8th grade year:

Judson Middle School---100% feeder to Judson High School
Woodlake Middle School---100% feeder to Judson High School
Kirby Middle School---100% feeder to Wagner High School
Metzger Middle School---100% feeder to Wagner High School
Kitty Hawk Middle School---100% feeder to Veterans Memorial High School

IMPORTANT: Any JISD student that did not attend one of the JISD High Schools at First Choice as a freshman or is planning to switch schools in grades 10-12, is subject by UIL to complete a 365-day penalty which regulates them to only Sub Varsity eligibility during this time frame.

General Information

The purpose of this handbook is to delineate uniform grading and reporting guidelines for teachers and administrators. The guidelines outlined in this handbook adhere to the requirements of the Texas Education Code (TEC), the Texas Administrative Code (TAC), and Judson Independent School District (JISD) policies and regulations.

Grading is the process by which teachers assess student learning and progress towards mastering the Texas Essential Knowledge and Skills (TEKS). Reporting is the process by which teachers communicate information to parents/guardians about student mastery of taught subject matter and skills.

Courses of Study/Advancement

JISD follows the Texas Essential Knowledge and Skills (TEKS) approved by the State Board of Education. Students are required to demonstrate the knowledge and skills necessary to read, write, compute, problem solve, think critically, apply technology, and communicate across all subject areas.

Absences

Students must be in attendance for at least 90 percent of the days school is in session in order to receive credit for the school year. If students do not meet this requirement, only an official attendance committee can consider grade level advancement or credit reinstatement (EI Legal).

Confidentiality Statement Regarding Student Grades

Although teachers may choose to involve students and/or others in certain appropriate monitoring tasks (e.g., checking if homework has been turned in), the responsibility for grading student classwork and homework is bestowed solely upon the professional staff of the school.

Confidentiality of Report Cards and Transcripts

Report cards and transcripts each convey information about a student's education. Local Education Agencies (LEAs) issue report cards to parents and guardians to indicate their child's progress or level of achievement in specific classes, course content, or curriculum. Conversely, a transcript informs postsecondary institutions or prospective employers of a student's credentials and academic achievement. Therefore, a LEA may share a transcript with individuals other than the student and his/her parent(s)/guardians.

Grading Guidelines

The JISD report card should reflect each student's individual growth and acquisition of the TEKS. All grades recorded are to be the actual grade the student earned. There is no minimum grade (EIA Legal & SB 2033).

Final grades for a school year are to be maintained in the student's cumulative permanent record/transcript.

Furthermore, student grades are to be held to the confidentiality requirements outlined in the Family Educational Rights and Privacy Act (FERPA) and the JISD Information Policy. Grades cannot be posted, even by student ID number.

Teachers are to maintain students' grades and progress on the district's electronic grade book program. Teacher grade books are auditable documents and are maintained digitally by network services. Grades are to be updated on a weekly basis and must be entered by the following Monday at 4:00 PM for grades 6-8 and 4:30 PM for grades 9-12. Grade changes after the end of a grading period must be made in the gradebook by the teacher, submitted as a grade change in the gradebook with the supporting triplicate grade change form signed by the campus principal and provided to the registrar/data manager for acceptance of the grade change. Changes for eligibility purposes are allowable for incompletes or teacher errors only.

In order to allow students every possible opportunity for demonstrating mastery of the curriculum for the nine weeks, teachers will continue to provide new assignments for a grade until at least three days prior to the end of the grading period.

Grading categories and weights are to be as follows:

Grading exceptions are to be made for the first week of school, district-wide assessments, and state testing weeks. All assignments must be weighted on a 100-point scale. Furthermore, all grading categories must be included in the average of final nine-week grade. Project grades may also be included.

Middle School

- | | | |
|-------------------------------|-----|--|
| • Tests/Major Projects | 40% | Minimum of 3 per nine weeks* |
| • Quizzes/ Daily Assignments: | 60% | Minimum of 2 per week in each content area |

**A minimum of one grade from the 40% category must be included in each progress report with a minimum total of 2 grades per nine weeks report card.*

High School

- | | | |
|---|-----|--|
| • Tests/Major Projects/Process Writing Papers | 40% | Minimum of 3 per nine weeks* |
| • Quizzes/ Daily Assignments: | 60% | Minimum of 2 per week for every course |

**A minimum of one grade from the 40% category must be included in each progress report with a minimum total of 3 grades per nine weeks report card. If an excess of 3 grades exists in this category, it is allowable to drop grades to a minimum of 3 in order to benefit the student.*

College Preparatory

- | | | |
|---|-----|--|
| • Tests/Major Projects/Process Writing Papers | 20% | Minimum of 3 per nine weeks* |
| • Quizzes/Daily Assignments | 80% | Minimum of 2 per week for every course |

**A minimum of one grade from the 20% category must be included in each progress report with a minimum total of 4 grades per nine weeks report card. If an excess of 4 grades exists in this category, it is allowable to drop grades to a minimum of 4 in order to benefit the student.*

- College Preparatory Mathematics Courses:
 - Assessments will comprise 80% of the final course grade with no single assessment weighted over 20%
 - When re-testing any assessment, the assessment score is limited to a grade of 70.
 - A comprehensive assessment will be given and account for at least 15% and no more than 20% of the final average.
 - If a student receives a course grade of at least 75, then the student has demonstrated TSI compliance with Alamo Colleges and UTSA and will be eligible to enroll in an entry-level college mathematics course.
 - If a student receives a course grade of 70 – 74, then the student will receive high school credit but will not demonstrate proficiency and will not demonstrate TSI compliance.
- College Preparatory English Courses
 - A student earning a grade of 75 or above will demonstrate proficiency in the course and will be eligible to enroll in an entry-level college composition course.
 - A student earning a grade between 70 – 74 will receive high school credit for the course but will not have demonstrated college readiness.
 - To ensure the rigor of the College Preparatory Course, at least 80% of the final grade is comprised of the performance-based portfolio.

Semester Grades

The semester/final examination grade will be given in all courses, which will count for 10% of the final/semester grade.

Note: District diagnostic instruments, including the Universal Screeners, Amplify and NWEA MAP, are NOT to be taken for a grade. However, district formative assessments (checkpoints and common assessments) may be taken for a grade based on a campus-wide decision.

Modifications and Accommodations

Teachers must provide all modifications and accommodations outlined in a student's IEP, 504, and/or EL Plans. Those accommodations and modifications are to be documented in the grade book to reflect that the grade was achieved through their use. Teachers will utilize this opportunity to document the effectiveness of accommodations.

Participation grades

Participation grades may only be given for courses requiring this category (i.e., band, fine arts, speech, PE). In this case, the participation grade will be recorded as a daily assignment grade. Only one participation grade may count for the minimum two grades for middle school and three grades high school per week requirement.

Teachers of Pass/Fail courses

The Pass/Fail determination will be made by the student information system and not the individual teacher. Teachers are required to keep grades as in any other course. These courses will not be included in the student's transcript and will not be used in calculating the student's GPA or class ranking.

Zero vs. Missing

To maintain accurate records, teachers will only use a "zero" for assignments which the students turned in and earned the grade of zero or if a student fails to complete work within the make-up work or late work timelines. Teachers will use the "missing" classification for assignments not turned due to an absence signifying the timelines for make-up work after absences or to signify late work per the late work timeline. A "missing" assignment will not average as a zero into the student's average unless a teacher designates the zero calculation within the gradebook as a personal setting.

Changing Courses

When a student changes courses/teachers, it is the first teacher's responsibility to provide the new teacher with the student's average up to the date of transfer. The only exception is if the first course is not related to the student's second course (e.g., biology to Spanish I).

Incomplete grades

Incomplete grades (defined as final averages for established grading periods) must be finalized within two weeks (14 days) of the end of the grading period in which the student received the incomplete. After that time, students will receive a zero for all missed work, except in extenuating circumstances approved by the building principal. If at the end of the nine weeks, students still need additional time to complete assignments due to Missing assignments or Zeros, teachers may enter an incomplete as the nine-week grade.

Late Work

Late work is defined as any assignment that is not submitted on its due date, with the exception of make-up work for absences or approved school activities. Teachers are to enter an "M" into the electronic grade book for any assignment a student does not turn in on time. Late assignments will be accepted 5 days from the assignment due date or at the end of the nine weeks, if the nine weeks ends prior to the due date. When an assignment is submitted after the due date, a maximum penalty of five (5) points per day for a total of 25 points will be deducted from the grade. In case of extenuating circumstances, it is the parent/guardian and/or student's responsibility to inform the teacher and/or appropriate administrator so that an exception to the rule may be considered. The principal or designee will have the final authority to grant any exceptions.

Make-Up Work for Absences

Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time unless prior approval is given by the principal or designee. Students will be given one day to make up work for each day they are absent (excused or unexcused), with exceptions made due to severe or prolonged illness. Students will not receive a grade penalty for makeup work from an absence due to suspension. Students will not receive credit for makeup work when the absence is due to truancy, instead, students will receive a "missing" for the assignment.

Extra Credit

Extra credit is provided at the teacher's discretion. If an extra credit assignment is offered, it must be purposeful, reasonable, and applicable to the curricular objectives, and available for all students. Extra credit assignments are to be completed at home, not during the school day. Students are not to receive an academic grade or bonus points for bringing classroom supplies. In addition, students are not to be penalized for not bringing in classroom supplies. There are two ways teachers may offer extra credit to students:

1. Extra Assignment- the student receives an extra assignment grade that is averaged in the Quizzes/Daily Assignments category.
2. Points to an Assignment- the student receives extra credit points added to an assignment grade (e.g. four extra credit points to their test grade for completing a test review). A maximum of five extra credit points will be allowed.

Grading in Special Programs

Emergent Bilingual

All JISD expectations apply to Emergent Bilingual (EB). In evaluating the progress of EB students, teachers must recognize the critical processes and features of second language acquisition, including cognitive, affective, and linguistic. Teachers must also make sure to provide students with appropriate instruction to enable EB students to meet these expectations at each student's level of proficiency in English. In addition, teachers are responsible for ensuring that the English Language Proficiency

Standards (ELPS) are part of the planning process to ascertain that students have adequate support. Word walls, anchor charts, and exemplars should include graphic representation.

Furthermore, EB students are not exempt from grades and should receive a grade based on the state's TEKS in all subjects for each nine-week grading period. All EB student's grades need to reflect their linguistic accommodations and modifications determined by the Language Proficiency Assessment Committee (LPAC) and the instructional accommodations and modifications determined by the students' Admission, Review, and Dismissal Committee (ARDC). EB students should not have failing grades due only to their limited English proficiency. Teachers should be aware of their students' level of English language proficiency and keep a list of language proficiency levels and required accommodations in data binders.

Students with Disabilities

Students who receive special education services are expected to follow the TEKS as the basis for their educational program. The Admission, Review, and Dismissal Committee (ARDC) may recommend instructional accommodations and content modifications. Grades for students with disabilities must be based upon performance that demonstrates mastery of the TEKS through the use of ARDC recommended accommodations and/or modifications. In addition, grades for students with disabilities may be reported by the general education teacher, special education teacher, and/or a combination of both teachers as determined by the ARDC. Joint or dual grading is an option that must be stated in the student's IEP.

Students Enrolled in Advanced Academic Courses

Judson ISD offers a variety of advanced courses designed to enhance and challenge a student's secondary school experience. For those students who choose to enroll in advanced academic courses, the grading policy could be different. There are higher academic and curricular standards set forth by the programs endorsing the courses. These courses include, but are not limited to, Advanced Placement (AP), International Baccalaureate (IB), GT, Dual Credit, and Honors. The course syllabi will outline the established grading policy for the course approved by Campus principal/designee. IB operates on a grading policy of 80% minor and a 20% major with a three-day late policy.

Re-teaching/Re-testing/Failing Assignments

Re-teaching shall be defined as another presentation of content, usually to provide an additional opportunity for a student to learn. Re-teaching may vary from subject to subject or from class to class, and even from student to student. It may be as simple as repeating the concept. If the student still does not understand the concept, the teacher might use different materials or modalities to present the concept again. If the initial instruction was primarily visual, the re-teaching activity might be manipulative. If the teacher used the deduction approach initially, the re-teaching activity might use an inductive approach, thus allowing the student to gain a new perspective on the task.

Re-teaching shall be an integral part of the lesson cycle and may occur in many different situations, such as direct teaching as a teacher checks for understanding, guided practice as a teacher monitors, or independent practice as students work individually or in cooperative learning groups.

Teachers shall plan for re-teaching at the same time they plan initial instruction, thereby ensuring that alternative instructional strategies are immediately available when needed. If initial re-teaching efforts are unsuccessful, then the time outside of class may be necessary to reteach. If instructional efforts are unsuccessful, further review of a student's needs using universal screens, data history and student work may be needed to intervene (RTI process).

Re-teaching to ensure that students master the material may include but shall not be limited to the following; the teacher may require the student to attend a tutorial program or remedial classes, (Co-curricular or

extracurricular activities shall not interfere with the requirement to attend these activities), the teacher may assign additional work on a particular unit for the student to complete, and the teacher may work with small groups during class time while other students work independently.

1. The teacher will provide re-teaching and re-testing during class time if 40% or more students in a class fail to demonstrate at least 70% mastery of the TEKS on a major examination. A major examination is considered an examination that counts towards 40% of a student's grade. All students will be given the opportunity for re-teach and to re-test with the higher of the two grades being recorded. A student's refusal to re-test will be documented by the teacher.
2. When less than 40% of a class has failed any major examination individual students must be provided the opportunity to make-up or redo the assessment for which the student received a failing grade. The teacher will provide an opportunity for re-teaching prior to retesting. A student in grades 6-8 shall receive no higher than a 70 if mastery is demonstrated. A student in grades 9-12 shall receive no higher than a 75 if mastery is demonstrated.
3. A teacher will allow individual students to make-up or redo any assignments they have failed within three days of the date the failing grade is entered in the electronic grade book or the end of the nine weeks, if the nine weeks ends prior to the due date. The student will be required to participate in tutorials, redo/revise the assignment, complete an alternate assignment or any other reasonable assignment. A student in grades 6-8 shall receive no higher than a 70 if mastery is demonstrated. A student in grades 9-12 shall receive no higher than a 75 if mastery is demonstrated.
4. Final/Semester Exams: A student will be allowed an opportunity to re-test the final/semester examination if the student has failed to earn credit in a course due to the final/semester exam grade. A student can earn no more than a 70 on the retest. An opportunity for retesting is forfeited when a student:
 - a. Cheats
 - b. Refuses to complete and submit class work or homework assignments
 - c. Habitually fails major tests on the first attempt and does not take advantage of re-teaching opportunities, student-teacher conferences, and or parent conferences.
5. Re-teaching and/ or re-testing is not required when students receive major grades for products that results from an extended process, such as research papers, practical science labs, and projects.
6. Re-testing provisions do not apply to AP, IB and/or dual credit courses

Credit Recovery

Refer to the Credit Recovery Handbook.

Course and Credit Protection with Concurrent Enrollment

Course and credit protection is an intervention designed to help students prior to failing a course. At middle school, course protection is a concurrent enrollment of a nine-week grading period in Edgenuity and protects students from failing at any point in a grading period prior to failing during the semester. For high school, credit protection prevents the loss of semester credit. Below are the guidelines that will be used to protect courses and credits for students:

1. Students will work outside of class on Edgenuity courses if they have failed or are in jeopardy of failing.
2. All appropriate paperwork for Edgenuity enrollment must be used. This includes the Home-School Edgenuity agreement that is located in the administrative procedures on the intranet.
3. The protection of course/credit does not change UIL eligibility.
4. The maximum grade allowed for a nine-week period with Edgenuity under course/credit protection is a 70.
5. The Edgenuity teacher must complete the Edgenuity Course/Credit Protection Documentation Form (E-12E Credit Documentation Form) to demonstrate the student has recovered the grade and provide to the campus Edgenuity Coordinator.

6. At middle and high school, the teacher of record must submit a grade change form to the data processor/manager for the recovered nine-week grading period.
7. Students who do not meet the requirements of the contract in the Home-School Edgenuity agreement to protect the course or credit shall receive a failing grade.

High School Credit for Middle School Course Work

Students who successfully complete a high school course in grades 7th-8th grade in middle school with a 70 or better will receive credit towards high school graduation. Each semester grade and credit earned will be recorded on the transcript and will be included in the student's grade point average and class rank.

Transfer Grades

In the case of a transfer student, grades accepted shall be based on the intent of the sending school. If the transfer grade from an accredited school has been designated as an honors course on the transcript, the grade shall be awarded honors rank points as long as the same course is offered at an honors level within the district. Numerical grades earned from an accredited school shall be accepted. Letter grades shall be recorded as follows:

Grade Points

Grade point average and class ranking will be calculated during the following: At the end of students' 9th grade year and will be distributed to students in the beginning of their sophomore year. At the end of the sophomore year and distributed in the beginning of the student's Junior year. Final GPA and Class Rank will be calculated during the student's senior year at the end of the first semester. Refer to EIC Local for GPA calculations, class ranking, and grade weights.

Conversion Scale	
A	95
B	85
C	77
F	65

Transcripts

Transcripts can be accessed on the JISD website through parchment. If the student is not 18 years of age, a parent or guardian must sign and return a release of information form. There may be a charge for each transcript issued.

Judson Early College Academy (JECA)

Students attending Judson Early College Academy will adhere to the grading guidelines provided by the campus and recorded on the campus student profile sheet (see JECA Student Handbook).

Report Card Comments

Comment Code	Comment	Comment Code	Comment
1	Displays positive attitude	11	Missing or incomplete work
2	Good work habits	12	Tutorial required
3	Is an asset to our class	13	Linguistic accommodations
4	Polite and respectful	14	Parent conference
5	Shows improvement	15	Truant
6	Absences affect learning	16	Grade reflects retesting
7	Behavior interrupts learning	17	Inconsistent effort
8	Excessive absences	18	Needs to practice or study at home.
9	Excessive tardies		
10	Excessive talking		

Grades 6-12 Grading Scale

Symbol	JISD Standard
A	Grades from 90% to 100%
B	Grades from 80% to 89%
C	Grades from 70% to 79%
F	Grades 69% and below
I	Incomplete
NG	No grade: If a student has not been enrolled in school for a sufficient length of time or due to other extenuating circumstances

Note: Seniors are not to receive an Incomplete after the third nine weeks.

Students in grades 6 – 11 are not to receive an Incomplete after the fourth nine weeks.

Grade Reporting

Progress Reports

The purpose of the progress report is to inform students, parents/guardians, and campus administrators regarding progress in a subject, in conduct, or in both. The progress report reflects both satisfactory and unsatisfactory student progress. Progress reports shall be issued for all students after the 3rd and 6th week of each nine-week grading period. Additional progress reports may be issued at the teacher's discretion.

Report Cards

The purpose of the report card is to communicate with parents/guardians about the grade a student earned for each subject area. Report cards provide information regarding academic progress as well as attendance information. Report cards shall be issued every nine weeks at the secondary level on the JISD Report Card (Grades 6- 12).

Special Program Reporting

Progress reporting for students with IEPs, 504s, and ELL Accommodations must be issued at the same frequency as general education students. For students in special programs such as ESL/Dual, 504, GT, Dyslexia, or Special Education whose grades fall below 70%, a meeting with the appropriate committee (ARDC, LPAC, 504) shall be called to discuss the student's progress and to create an individual plan and/or make necessary adjustments to the student's current plan to help the student be successful.

Communication

The Judson ISD strongly values a parent/guardian's role in a child's education. It is through communication that teachers can help parents stay involved. In addition, regularly checking school/teacher communication such as emails, phone calls, texts, electronic report cards and progress reports helps parents stay informed about their child's academic progress. Students are also encouraged to check school/teacher communication such as google classroom and emails. Parent contact or attempt to contact parents by phone, conference, or e-mail 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. For more information, contact your campus administrator.

Skyward Family Access

Judson ISD provides parents with a means of staying up to date on their child's progress through the Skyward Family Access. Skyward Family Access is a secure website that gives parents the opportunity to check grades, view/download Progress Reports and Report Cards, monitor attendance, review discipline information, e-mail teachers, register for school, and view state testing data. Since teachers are required to update student grades weekly, parents always have an updated picture of their child's academic progress.

Conferences

Parent-teacher conferences give teachers the opportunity to discuss student progress with parents and allow parents to ask questions about their child's learning. While this takes time and effort, research is clear on the importance of parental involvement to student success. Conference forms are to be used and signed by both the parent and teacher. The parent/guardian is to be provided a copy of the conference form and the teacher is to keep the original on record.

Promotion and Retention

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course. It shall be coordinated with compensatory/accelerated services (EIE Local). A student may be promoted only on the basis of academic

achievement or demonstrated proficiency of the subject matter of the course or grade level. (Texas Education Code (TEC) 28.021(a) In determining promotion, the district shall consider:

1. The recommendation of the student's teacher.
2. The student's grade in each subject or course.
3. The student's score on an assessment instrument administered under TEC 39.023(a), (b), or (l); and
4. Any other necessary academic information, as determined by the district. (TEC 28.021(c).

Standards for Mastery/Promotion

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

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

Grades 6-8

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 for all subject areas and a grade of 70 or above in three of the following areas: English language arts and reading (ELAR), mathematics, science, and social studies. (EIE Local).

Grades 9-12

Grade-level advancement for students in grades 9-12 shall be earned by course credits. Changes in grade level classification shall be made at the beginning of the fall semester. Re-classification is evaluated after the first semester. Grade-level advancement shall require the following earned state credits for all students entering grade 9 (EIE Local).

Students with Disabilities

The ARD committee shall determine grade level placement, appropriate assessment, and acceleration options, as established by Individualized Education Programs (IEP) for students eligible for special education services, as appropriate.

Emergent Bilingual

In assessing Emergent Bilingual student's proficiency for mastery of the essential knowledge and skills, teachers shall be flexible in determining methods to allow the students to demonstrate the knowledge or competency independent of their English language skills in the following ways:

1. Assessment in the primary language.
2. Assessment using ESL methodologies.
3. Assessment with multiple varied instruments.

Personal Graduation Plans (PGP)

Middle School PGP's

The principal of a junior high or middle school shall designate a school counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in the junior high or middle school who:

1. Does not perform satisfactorily on a state assessment instrument; or
2. Is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level 9, as determined by the district.

A PGP must:

1. Identify educational goals for the student;
2. Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
3. Include an intensive instruction program described in TEC 28.0213 [see EHBC];
4. Address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and
5. Provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability. TEC 28.0212

High School PGP's

A principal of a high school shall designate a school counselor or school administrator to review PGP options with each student entering grade 9 together with that student's parent or guardian. The PGP options reviewed must include the distinguished level of achievement and endorsements. Before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a PGP for the student that identifies a course of study that:

1. Promotes college and workforce readiness and career placement and advancement; and
2. Facilitates the student's transition from secondary to postsecondary education.

The district may not prevent a student and the student's parent or guardian from confirming a PGP that includes pursuit of a distinguished level of achievement or an endorsement. A student may amend the student's PGP after the initial confirmation of the plan. If a student amends the student's PGP, the school must send written notice to the student's parents regarding the change. TEC 28.02121

Retention Letter (Grades 6-8)

The JISD Retention Letters are designed to inform parents that their child is performing below minimum standards and is at-risk for being retained. Letters will be generated by the campus after the second and third nine-week grading periods.

Loss of Credit Letter (Grades 9-12)

The JISD Loss of Credit Letters are designed to inform parents that their child is performing below minimum standards and is at-risk for losing credit. Letters will be generated by the campus after completion of the first term and 3rd nine weeks.

Early Graduation

Students who want to begin college may be eligible for early graduation and participation in the Texas First Diploma program with the Distinguished Level of Achievement and receive a scholarship if they meet several requirements. Early graduation must first be discussed with the counselor and approved by the

campus principal prior to the beginning of the third year of high school. If early graduation is approved, the student will be ranked in the class in which the student graduates (EIC Local).

Commencement Exercises

A student may take part in high school graduation exercises if he/she has successfully completed all requirements as determined by TEA and Judson ISD. If a student fails to meet any graduation requirement (e.g. passing all required State assessments) by the date of the graduation, the student may not participate in graduation exercises that school year. He/she may participate in the graduation exercises following their completion of all requirements.

Appendix A - JISD Expectations for Grading and Reporting of Student Progress

Employee Acknowledgement Form

Judson ISD Board Policy EIA (LOCAL) mandates that the Superintendent or designee shall ensure that each campus or instructional leader adheres to the published guidelines for teachers to follow in determining grades for students. These District 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 and made available online via the District Grading Handbook. The Grading Handbook is updated yearly based on recommendations from the Grading Handbook Committee.

The Judson ISD Secondary School Grading and Reporting Handbook is written to provide direction and equity in the evaluation and communication of student academic performance. The information and policies in the Handbook are subject to change, and I acknowledge that revisions may occur. All 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 Handbook.

I understand that I should consult my principal regarding any questions I have regarding the Grading Handbook. I further understand that it is my professional responsibility to read and comply with the policies and guidelines contained in the JISD Secondary School Grading and Reporting Handbook and any revisions made to it during the academic year. I am aware that the Grading and Reporting Handbook is available to me on-line at the district's website located at www.judsonisd.org and on the Intranet under Student Information-Grading Handbooks.

Employee's Signature

Date

Employee's Printed Name

Employee ID

Acknowledgement forms are to be signed in STRIVE by the date set forth by the district.

Appendix B - Eligibility Waiver Application

2024-2025 JISD Eligibility Waiver Application

(only for students in "advanced courses")



Campus Name: _____ Sport: _____ (Yes) _____ (No) _____

Student Name (print) _____ ID # _____ First Time Applicant

Grading Period _____ (1st nine weeks, 2nd weeks, or 3rd nine weeks)

Number of Waiver Request: 1st Waiver 2nd Waiver 3rd Waiver 4th Waiver
(Max. of 2 per Semester)

The Eligibility Waiver Application must be filled out completely in order to apply for a waiver for UIL/Extracurricular participation. Eligibility Waiver Applications are only considered for "advanced courses" Please adhere to the following.

Application Guidelines

1. According to TEC §74.30, Eligibility Waiver Applications are only to be considered for courses identified as Honors courses such as Honors, UT OnRamps, Advanced Placement, and Dual Credit.
2. A student may only apply for an advanced course waiver if his/her failing grade in an Honors/UT OnRamps/AP/Dual Credit course is 60 or above.
3. A student may receive a maximum of two waivers per semester. (One waiver = one course)

Application Process

1. The Eligibility Waiver Application should be submitted to the Academic Dean/Principal, including a parent signature and phone number for verification purposes.
2. The Academic Dean/Principal **shall review and approve or deny** the Eligibility Waiver Application.
3. The Academic Dean/Campus Principal should email the waiver to their Campus Athletic Coordinator.
4. The Student **must** be notified if granted a waiver **prior to** participation in any UIL/Extracurricular activity.

Student & Parent Use Only: The student and parent must address the following areas in a separate attached letter (typed is preferred) addressed to the Academic Dean/Campus Principal:

- A. Reasons for failure
- B. Plans to improve grade

Student Signature (required): _____ Date: _____

Parent/Guardian Signature (required): _____ Phone: _____

Teacher Use Only: Grade/Average: _____ Course Name: _____

Teacher Comments and/or Suggested Student Improvement Efforts:

I support the student's application for this waiver (Yes) _____ (No) _____

Teacher signature (required): _____ Date: _____

Principal Use Only: Comments: _____

Principal signature (required): _____ Date: _____

Waiver (Granted) _____ (Denied) _____

File completed waiver at campus with Athletic Coordinator or Activity Sponsor and Principal.

Appendix C – Retention Letter Grades 6-8



JUDSON INDEPENDENT SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION

Judson Independent School District End of 2nd and 3rd Quarter Retention Letter Grades 6-8

Dear Parent/Guardian,

Promotion from one grade level to another shall be based on mastery of the curriculum. A student must successfully meet grade level standards established by the State of Texas and the Judson Independent School District. At this time, your child is performing below the minimum standards and at-risk for being retained. Please contact your child's teacher to set up a conference to discuss a plan of action and support for your child.

Student Name	ID number	Grade Level	Date

Promotion/Retention Factors	Yes	No
Overall Average of 70 for all subject areas		
A grade 70 or above in three of the following subject areas below: (Please check the three subject areas below and fill in the current grade to the right)		
<input type="checkbox"/> Language Arts (Reading and English combined average) _____ <input type="checkbox"/> Math _____ <input type="checkbox"/> Science _____ <input type="checkbox"/> Social Studies _____		
In attendance 90% of the days school was in session (____ Absences ____ Tardies)		

Other Pertinent Information Factors	Yes	No
Performing on grade level in Reading on the Universal Screener		
Performing on grade level in Math on the Universal Screener		
Previously Retained		
Other:		

Plan of Action and Support for your child

I understand that at this time my child is in danger of being retained. Please sign and return to your child's campus.

Parent/Guardian Signature	Principal's Signature

Appendix D – Loss of Credit Letter Grades 9-12



JUDSON INDEPENDENT SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION

**Judson Independent School District
Completion of First Term and 3rd Nine Weeks Loss of Credit Letter
Grades 9-12**

Dear Parent/Guardian,

Advancement from one grade level to another shall be based on mastery of the curriculum and earned through course credits. A student must successfully meet grade level standards established by the State of Texas and the Judson Independent School District. At this time, your child is performing below the minimum standards and is at-risk for failing/losing credit. Please contact your child's teacher to set up a conference to discuss a plan of action and support for your child.

Student Name	ID number	Grade Level	Date

Course Credit Factors	Yes	No
Average of 70 in each course		
List course(s) that are in danger of failing/losing credit (below 70):		
In attendance 90% of the days school was in session (____ Absences ____ Tardies)		

Plan of Action and Support for your child

I understand that at this time my child is in danger of failing/losing credit. Please sign and return to your child's campus.

Parent/Guardian Signature	Principal's Signature