

A Guide to Grade Reporting – Secondary Schools

2024 - 2025 School Year Only

Learning & Leading

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Foreword

Principals, Teachers, Administrators:

Evaluating student performance is a basic part of the educational process and calls for the highest level of professional skill and understanding. Texas Education Agency regulations stipulate that academic grade must reflect the degree of student mastery of the Texas Essential Knowledge and Skills (TEKS) for a subject or course.

These TEKS have been translated into District philosophies, goals, objectives, and scope-and-sequence documents in the Fort Worth ISD Curriculum. Per EH and EIA LOCAL policies, each teacher shall be expected to use the FWISD provided curriculum documents in the planning of their daily lessons. Teachers are also to use FWISD adopted or approved instructional materials and resources. These curriculum guideposts, along with local board policies, form the basis for grading procedures. This guide will assist you in evaluating student progress and in making assignments of grades.

Philosophy

Given the premise that all children can continue to learn and increase their achievement, we believe that grading and reporting should focus on student growth and learning in a climate of high expectations. Instructional emphasis will be placed on the accomplishment of defined District goals. Grading and reporting are both formative and summative in nature and should utilize both formal and informal processes. Schools are accountable for structuring learning experiences, teaching processes, planning and evaluation, and utilization of materials, resources, and time to result in optimum student learning. Grading should provide clear and consistent feedback to students.

Tests and quizzes yielding numerical grades are only one way to evaluate student learning. Complete grading requires multiple assessment techniques, such as performances, portfolios, projects, presentations, teacher observation of developmental skills, work samples, learning logs, journals, surveys, interviews, simulations, and role-playing. Using a variety of evaluation strategies will elicit greater opportunities for students to demonstrate mastery.

Purpose of Grading

Grading serves the following purposes or functions:

- **Information:** to inform parents and students regularly of the student's success in learning and mastery of local objectives and the Texas Essential Knowledge and Skills (TEKS).
- **Guidance:** to promote and maintain desirable patterns of behavior and achievement and to identify areas of special ability as a basis for realistic student self-appraisal and for future educational and occupational planning.
- **Motivation:** to encourage the student toward maximum achievement and realistic self-appraisal for future educational and occupational planning.
- **Administration:** to provide data for use in educational planning and decision-making

This handbook provides a consistent set of grading and reporting regulations. The regulations adhere to the Texas Administrative Code, the Texas Education Code, and the Fort Worth ISD Board policies.

The handbook:

- Describes the District's grading system which all teachers will implement,
- Encourages a better understanding of grading and reporting, and
- Fosters consistency in grading and reporting student achievement.

The Grading System

Board Policy

The Texas Education Code 28.0216 and Board Policy EIA (LEGAL) and EIA (LOCAL) state that teachers will not assign a student a prescribed minimum grade. Furthermore, the guidelines stipulate that:

- Grading must reflect a student's relative mastery of an assignment,
- A sufficient number of grades must be taken to support the grade average assigned,
- Guidelines for grading must be clearly communicated to students and parents, and
- A student must be permitted an opportunity to redo an assignment or retake a test (except a semester/final exam) for which the student received a failing grade.
 - If the teacher fails to notify the parent of the drop in the grade below a 70 at the third week, as required, the student shall be afforded the opportunity to bring the grade up to passing.

Determining Grades

Grades for Coursework

In determining grades for a course, emphasis will be placed on the accomplishment of defined FWISD instructional objectives which are aligned to the Texas Essential Knowledge and Skills (TEKS) and Texas College and Career Readiness Standards. The FWISD-developed curriculum provides guidance by including a variety of both formal and informal assessment activities aligned to the required TEKS.

Such tools will assist in determining if students are learning the required knowledge and skills at the appropriate level of complexity. Within this framework of information, both types of assessments (formative/informal and summative/formal) are to be utilized to determine an individual student's mastery of the TEKS.

- Formative assessments may include teacher observations, classwork/samples of student work, homework assignments, skills demonstrations, etc.
- Summative assessments may include unit tests, quizzes, chapter or skills tests, writing samples, individual/group projects, oral presentations, etc.

- A minimum of eight grades should be documented each six weeks. There must be at least four grades given each three weeks.
- A teacher-created six-week test can be utilized as a grade, but cannot be used as one of the required eight minimum grades.
- Nine-week summative assessments may be included in six-week grades with a weight equal to a homework grade (10%).

Minimum Number of Grades Required

A minimum of eight grades should be documented each six weeks. At least four grades should be given each three weeks. The eight grades may include the six-weeks or semester exam.

Homework

Homework is used to enrich and embed the topics and concepts covered in the course. The intent is to guide the student toward mastery. Homework is not intended for summative assessments. Homework cannot count more than 10% of the six-weeks grade. Homework should not be punitive. Assignments should be able to be successfully completed with the resources (i.e., internet access and technology) that are readily available within flexible timeframes to accommodate differing student schedules and pace.

Weighting of Grades

Grades are calculated based on weights established by the teacher and approved by the principal. This information should be shared with students and parents at the same time as the class syllabus is distributed to students.

Homework cannot count more than 10% of the six-weeks grade. No one assignment can count more than 20% of the six-weeks grade. Ensure that there are sufficient grades for each type of category to guarantee that no one assignment will be worth more than 20% of the grading period grade.

For Example Only:

Category	Weight	Minimum # of Assignments Needed to Ensure that No One Assignment is Worth more than 20%
Daily Assignments	10%	1
Quizzes	25%	2
Labs	45%	3
Tests	20%	1

Semester Exams

All high school students are required to take a semester examination and/or complete a culminating activity in each course. The grade on the semester exam or culminating activity is worth 1/7 of the semester grade. Senior students may be exempt from taking second-semester final exams. See the *Semester Exam Exemption* section.

Middle school students enrolled in high school courses, except World Language courses, will be required to take a semester exam or complete a culminating activity. The semester exam or culminating activity will be worth 1/7 of the semester grade.

Semester Exam Exemptions

A senior student will be granted an exemption from taking a semester exam during the second semester (spring semester) if the student:

- Has maintained a grade of 85 or higher in the course for the spring semester (calculated by averaging the 4th, 5th, and 6th six-weeks grades up until the semester exam); and
- Has no more than 3 excused (coded ED, EXC, EX1 and EX2) and unexcused (coded A) absences.
 - Absences for school-related events do not factor into the absence count.
 - Suspensions count as absences.

A parent or student can request in writing for an exempt-eligible student to take the semester exam. A student will not be exempt from completing a culminating activity.

Retaking a Failed Semester Exam

A student cannot retake a failed semester exam, unless there is a breach in required student accommodations.

Calculation of Semester Grades

The grade the student receives on the semester examination or culminating activity will be used to determine the semester grade for the course. The semester grade for students with six reporting periods will be calculated as follows:

1 st Six Weeks Grade	2/7 of Semester Grade (28.5%)
2 nd Six Weeks Grade	2/7 of Semester Grade (28.5%)
3 rd Six Weeks Grade	2/7 of Semester Grade (28.5%)
Semester Exam	1/7 of Semester Grade (14.5%)
4 th Six Weeks Grade	2/7 of Semester Grade (28.5%)
5 th Six Weeks Grade	2/7 of Semester Grade (28.5%)
6 th Six Weeks Grade	2/7 of Semester Grade (28.5%)
Semester Exam	1/7 of Semester Grade (14.5%)

The semester grade for students with nine reporting periods will be calculated as follows:

1 st Nine Weeks Grade	3/7 of Semester Grade (43%)
2 nd Nine Weeks Grade	3/7 of Semester Grade (43%)
Semester Exam	1/7 of Semester Grade (14%)
3 rd Nine Weeks Grade	3/7 of Semester Grade (43%)
4 th Nine Weeks Grade	3/7 of Semester Grade (43%)
Semester Exam	1/7 of Semester Grade (14%)

FOCUS will automatically calculate the semester grade based on the grades entered for each six-weeks grading period and the semester exam (or culminating activity) grade.

Item	Grade	Weight	Points
1 st Six Weeks	92	2/7	26.2
2 nd Six Weeks	85	2/7	24.2
3 rd Six Weeks	80	2/7	22.8
Final Exam or Culminating Activity	78	1/7	11.3
First Semester Grade			84.6 = 85

Calculation of Yearly Grades

Yearly grades are computed by averaging the two semester grades posted on the student's report cards.

Posting of Grades in the Online Gradebook

Teachers are required to post grades in the online gradebook and provide feedback to students within five school days from the date the student submits an assignment. The date the student turns in the assignment is day 0. Complex assignments, essays, or assignments that require extensive teacher feedback may require up to seven school days to return to students and post in the online gradebook. Any deviation from this procedure requires principal approval and notification to students.

Makeup Work Due to an Absence

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. The student will be allowed no less than one day for each day absent, but may be allowed more time depending on the assignment and at the teacher's discretion. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

A student who is absent, but turns work in by the teacher-designated due date, will have an opportunity to redo or retest, if applicable.

The Redo/Retake policy does not apply if a student does not submit work timely.

Refer to the Dual Credit section for guidance on makeup grades for dual credit courses.

Redoing Assignments or Retaking Tests

Board Policy allows a student who receives a failing grade on a test or assignment, except for semester exams, the opportunity to redo the assignment or retake the test. The student or parent must initiate the request according to the following parameters:

- The student and/or parent must request to redo an assignment or retake a test within five days from the date the assignment or test was entered into the student grading system.
- The student will be provided an opportunity for tutoring or re-teaching prior to retesting or redoing the assignment. This may occur during class time, before or after school, or at another time agreed upon by the teacher and student.
- A teacher may require the student to complete missed homework, test corrections, or other items as part of the re-teaching process.
- A student must redo the assignment or retake the test within five school days from the date the student requests to redo the assignment or retake the test.
- A teacher may provide longer than five school days if necessary.
- Assignments offered for redo or retaken tests may be different from the original assignment or test so long as the concepts/content assigned or tested are the same.
- Re-testing or redo assignment guidelines do not apply to grades received due to failure to adhere to the established Guide to Grade Reporting late work guidelines approved by the principal and disseminated to students.
- Any retests will be administered on the campus.
- The grade the student receives on the redone assignment or retaken test will be no higher than a 70.
- A failed semester exam cannot be retaken.
- If more than 50% of the students in a class fail to demonstrate mastery on a summative assessment, except a benchmark, a teacher is encouraged to reteach and retest the class. The higher of the two grades will be recorded. A student who passed the original test can elect to retake the test. Reassessments should occur within five school days from the date the test is returned with feedback to the student.

Teachers must include the guidelines above within the course syllabus.

Re-teaching

Board Policy EIA (LOCAL) defines re-teaching as another presentation of content and additional strategies, usually to provide an additional opportunity for a student to learn.

Each teacher shall plan for re-teaching while planning the initial instruction, thereby ensuring that alternative instructional strategies are immediately available when needed.

Re-teaching should be practiced and should ensure fairness and promote student success. The teacher should document any efforts to re-teach and any reassessments.

Dual Credit Information

An articulated class is one that is in the approved FWISD/Institute of Higher Education (IHE) memorandum of understanding. Students who enroll in dual credit articulated courses will receive both high school and college grades at the end of the term.

Please refer to Board policy (EIC Local, et.al) and meet with the campus postsecondary success specialist and the high school counselor together regarding dual credit courses taken outside of the dual credit course crosswalk and MOU agreements.

Dual credit course may be offered in-person, online, or through distance learning opportunities. ECHS/P-TECH dual credit articulated courses are specific to each campus and are outlined in the crosswalk section of the MOU agreement. For more information, students should meet with their campus postsecondary success specialist and their IHE academic advisor.

Recording of Dual Credit Grades

Dual credit grades are determined by the collegiate grading practices per Board-approved Dual Credit Agreements. Only semester grades are recorded to high school transcripts. The transcription process is determined by the Dual Credit Agreements.

Students may not retake a previously passed high school or dual credit course for the purpose of increasing the student's high school grade point average (GPA). The first successful attempt of a course will result in the course being transcribed on the student's high school academic achievement record (transcript) and calculated into the high school GPA. Subsequent successful attempts will be transcribed as local credit only and will not be calculated into the student's high school GPA.

All dual credit courses must be properly identified on the student's high school semester course schedule. In the "section" option on a student's schedule, the counselor must input the full identifying college course information, including the course subject, course number, and specific course section number (Ex. ENGL 1301-04387) in the "Section" area.

Dual Credit and Dual Enrollment Programs

Students may be eligible to earn college credit while they are still in high school by enrolling in dual credit courses. A variety of dual credit options are available to students. Dual credit courses may be offered at:

- Some high school campuses with the courses taught by an approved high school or college instructor;

- Tarrant County College sites through Dual Credit Academies; and
- Various campus sites; Tarrant County College District and Texas Wesleyan University, or other partnering IHEs taught by college instructors.

Meanwhile, dual Enrollment courses are offered through UT Austin OnRamps, which is an innovative dual-enrollment program providing rigorous courses aligned with the high standards and expectations of The University of Texas at Austin. Using a hybrid delivery approach, students meet rigorous university-level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher. If a student earns a D- or better in the OnRamps college course, then at the end of the OnRamps course, the student has the option to either accept or reject the college credit. If the student chooses to accept the college credit, the college grade earned will be transcribed onto the student's UT Austin official transcript. If the student does not accept the college credit or if the student fails the OnRamps college course, no grade will be entered onto the student's UT Austin official transcript.

Student Eligibility and Registration

To enroll in college courses, students must meet eligibility requirements by both the district and the participating institution. The Post-Secondary Success Specialist will provide students with information regarding dual credit courses. Once the student has met participating institution qualifications, selected a dual credit course, completed the necessary paperwork, and received approval from the high school principal, the dual credit application will be submitted to the college or university.

The student should review the class requirements and syllabus during the first week of the dual credit course. If the student determines that it is no longer feasible for him/her to complete the dual credit course requirements, the student should immediately seek counsel from the postsecondary success specialist and the academic advisor regarding the concerns.

To be eligible to enroll in college courses and also be awarded credit toward state graduation requirements, a student must:

- Meet qualifications set forth by the district and the participating institutions,
- Choose courses approved by the district according to the campus crosswalk for ECHS/PTECH and the articulated courses approved for traditional dual credit, and
- Have the approval of the high school principal and postsecondary success specialist.

To receive high school credit for a college course, the student must earn a minimum grade of a "D" (equivalent to a 70 or higher) on an official college transcript. Grades in these articulated

dual credit courses will be used in computing the high school grade point average. Successfully completed, approved articulated FWISD dual credit courses will provide Tier I credit.

Students who take a dual credit course that substitutes for one of the required End-of-Course-Examination (EOC) courses must take the corresponding STAAR EOC assessment. For additional information regarding dual credit, contact the CCMR Department

Timelines and Processes for Dual Credit Courses

- When contacted by a student who is concerned about his/her dual credit course, the postsecondary success specialist and counselor should advise the student of the serious consequences of failing and/or dropping a dual credit course without following required procedures and timelines.
- Articulated dual credit course grades are used in determining the student's Grade Point Average.
- Failure to earn at least a "D" grade (equivalent of a 70 or higher) in the dual credit course will deny the student high school equivalent credit for the designated high school course.
- Failure to earn credit for the high school equivalent to an approved articulated dual credit course may cause the student to fail to meet the course graduation requirement.
- When a student drops a dual credit course, the student must be placed in the most appropriate high school course. If the student has met all HS graduation requirements for that subject, please consult with the Guidance & Counseling and CCMR department.

Timeline for Dropping Dual Credit Course

FWISD Timelines

If after consulting with the campus postsecondary success specialist and the IHE's academic advisor, a student chooses to withdraw from a college dual credit course, the Post-Secondary Success Specialist will work with the high school counselor to schedule the student into the appropriate high school course or high school credit retrieval program.

The student will immediately begin attending the appropriate high school course receiving a numerical grade in the high school grading system according to the information outlined below, which is determined by the withdraw date from the college course:

- If a student withdraws from a college course before the college census date, the student will immediately begin attending the appropriate high school course with a grade of "NG".
- If a student withdraws from a college course after the college census date, the student will immediately begin attending the appropriate high school course with a grade of 60 in the high school grading system if the student is failing the college course and/or if no college grades are available at the time the student withdraws from the course.
- To withdraw from a college course, students must work with their postsecondary success specialist and must follow the appropriate procedures on the "Add/Drop Advanced Academic Courses" located in the Forms section of Bulletin 100.

IHE Timelines and Process

Students are responsible for knowing the important college dates and deadline that are listed in the IHE's academic calendar. The academic calendar is updated annually, so students are responsible for checking the college website for the most up-to-date academic calendar. At least once per semester, the postsecondary success specialist and/or high school counselor will ensure students have access to the college's academic calendar.

If, after consulting with the campus postsecondary success specialist and the IHE's academic advisor, a student chooses to withdraw from a dual credit college course, the student must immediately notify the appropriate IHE personnel and follow the required IHE procedures for dropping a dual credit course. Each IHE has its own unique timelines and procedures for course withdrawals with & without penalty.

If after a student meets with the postsecondary success specialist and IHE academic advisor, the student decides to move forward with dropping the dual credit course, the student should immediately make an appointment to meet with both the postsecondary success specialist and high school counselor together. The student shall meet with IHE academic advisor soon after meeting with the postsecondary success specialist and counselor, as very prompt action may prevent dire grade consequences.

Failure to follow required procedures for dropping a college course may result in failure of the college course, which may result in the student being placed on academic probation and/or academic suspension.

- TCC census date: 12th day of class: September 4, 2024 for Fall 16 wk session; February 5, 2025 for Spring 16 wk session
- TCC Drop Deadline: November 21, 2024 for Fall 16 wk session; May 1, 2025 for Spring 16 wk session

Early College High School approved calendars and Tarrant County College calendars may differ. The college calendar predominates; i.e., if the college is in session, students may need to attend college classes even during FWISD holidays and breaks.

Dual Credit Grades and Weighted Grade Points

The teacher-of-record for all dual credit courses will be noted as the campus Post-Secondary Success Specialist, unless taught by a credentialed FWISD instructor. In that case, the teacher of record will be the credentialed FWISD instructor. Dual credit grades for FWISD students participating in the Dual Credit Academy, ECHS, or P-TECH programs will be reported by the instructors to the FWISD Dual Credit Coordinator at the end of each semester for verification, and then sent to the campus Post-Secondary Success Specialist. These grades will be processed by the campus data clerk.

Students who take approved FWISD dual credit courses on their own must bring an official college or university transcript to their campus once the course has been completed. Students must have the approval of their principal and campus Post-Secondary Success Specialist prior to taking a dual credit course on their own. The campus will record the student's official final grade on the student's Academic Achievement Record. A minimum grade of "D" (equivalent of a 70 or higher) on an official transcript is needed for award of credit. **Grades in dual credit courses will be used in computing the high school grade point average.** Approved FWISD dual credit courses successfully completed will receive weighted credit. **Failing a required course may endanger graduation.**

Students may not retake a high school course for high school GPA points. The first successful attempt of any course will result in the course being transcribed and calculated into GPA. Subsequent successful attempts will be transcribed but not calculated into GPA.

Dual Credit and University Interscholastic League (UIL) Eligibility

Dual credit courses are listed by the State Board of Education as being included in the list of advanced classes identified for no pass, no play exemptions for UIL competitions in the areas of English Language Arts, Mathematics, Science, Social Studies, Economics and Languages Other than English/World Languages. By law, a grade less than 70 in any of these classes does not affect a student's eligibility. In addition, House Bill 208 states: "A student otherwise eligible to participate in an extracurricular or UIL activity is not ineligible because the student is enrolled in dual credit or concurrent enrollment courses, regardless of the location at which the course is provided."

Communicating with Parents

The online gradebook enhances parent communication. Phone calls, parent conferences, written notices, and/or progress reports remain the preferred method of communications.

Conferences

Report cards are only one of many means of communicating with parents. Conferencing with parents is another way. Conferences are useful to improve understanding and communication among teacher, student, and parent. A conference may be initiated by a parent, teacher, student, or administrator.

If a parent desires a conference with his or her child's teacher(s) to discuss the child's academic progress, the parent must contact the school office to schedule a meeting during the teacher's conference period. Parents must report to the school office prior to meeting with the teacher. All safety measures must be followed when visiting a campus.

To assure effective communication, any notice required by policy to be sent to the parent or guardian of a student shall be written in the language spoken by the parent or guardian. If the dominant language of the parent or guardians is a language other than English or Spanish, such notice will be written in the dominant language of the parent or guardian only if a suitable translation is available. To make arrangements for translations, call the Translation Services office at 817.814.2416

Progress Reports

The teacher should request and issue a progress report at each of the required reporting periods and in the following instances:

- » A student's grade has dropped more than 10 points since the last grade report or progress report,
 - If the teacher fails to notify the parent of the drop in the grade, the student shall be afforded the opportunity to make up the work.
- » A student has excessive absences.
- » A student's conduct is "N", Needs Improvement or "U", Unsatisfactory.

Required Communication When Student's Performance is Unsatisfactory

Board Policy EIA (LEGAL) requires the district, at least once every three weeks, or during the fourth week of each nine-week grading period, to give written notice to a parent if a student's

performance is consistently unsatisfactory. Unsatisfactory performance, per state credit rules, is performance below a grade of 70 on a scale of 100. The notice must provide for the signature of the student's parent and must be returned to the district.

If a student's average falls below 70 or the absence limit is exceeded after the scheduled notice of progress reports have been sent home, the teacher should immediately initiate parent contact by conference, letter, phone, email, and/or note. It is imperative that extra effort be made to give parents advance notice of a pending failing grade or of excessive absences in a class before the report card is sent home. Teachers should retain documentation of all efforts.

If the teacher fails to notify the parent of the drop in a grade below a 70 at the third week, the student shall be afforded the opportunity to bring the grade up to passing.

Teacher Syllabus

The teacher syllabus is another means of communicating required and important information to students and parents.

Before the end of the first week of attendance, teachers must provide students with a written course syllabus.

A copy of the syllabus must be filed in the principal's office. If changes occur to either the course syllabus or the grading procedures, these changes should be made in writing, to the student, and a new syllabus submitted to the principal to be filed in the principal's office.

At a minimum, the syllabus must contain:

- Weighting of categories that make up the total grade, as approved by the principal;
- Procedures for making up work when a student is absent;
- Procedures for redoing an assignment or retaking a test
- Attendance policies

Middle School Grade Reporting

Semester grades at middle schools are computed by averaging the numerical grades for the first three six-weeks grading periods to arrive at the first semester grade, and by averaging the grades from the fourth through sixth six-week grading periods to arrive at the second semester grade. However, middle school students who are enrolled in high school courses, except world language courses, will take a semester exam or complete a culminating activity. The semester grade will be computed by the method described in the *Calculation of Semester Grades* section above.

Middle school students not enrolled in high school courses may be required to take a semester exam or complete a culminating activity at the discretion of the teacher *and* principal. The grade earned on the semester exam or culminating activity will be used as part of the grade for the third or sixth six-weeks grade. Year-end grades are determined by averaging the two semester grades.

Courses earning high school credit that are taken at middle school are recorded and averaged in accordance with EI (LOCAL). Credit for high school courses taken at middle school will count towards high school graduation credit requirements. The grades and credit earned will be noted on the academic achievement record upon completion of the course. Grades earned in high school courses while in middle school *might be included* in the calculation of the student's high school Rank Grade Point Average (GPA), See the section on calculating Class Rank for additional information.

Explanation of Number and Letter Grades

Numerical Grades

90 – 100	A - Above Average to Outstanding Progress
80 – 89	B - Satisfactory to Above Average Progress
70 – 79	C - Limited to Average Progress
0 – 69	F - Failing
I*	Incomplete/Failing

* The "I" is not an academic grade, but indicates incomplete work or required number of grades not complete, or a grade of 69 or below; therefore, students with an "I" are ineligible for extracurricular activities. (TEC 33.081)

Letter Grades

The Letters E, S, N, and U will be used to document conduct grades. Use the information below as a guide to help determine the conduct grade:

- E – Excellent – Observes rules consistently
- S – Satisfactory – Observes rules frequently
- N – Needs Improvement – Observes rules infrequently
- U – Unsatisfactory – Seldomly observes rules

The teacher must notify the parent before lowering the conduct grade to an “N” or “U”.

- N – The progress report may serve as documentation that the student’s parent was notified.
- U – A conduct mark of a U requires documentation of a conference with the parent and submission of documentation to the principal.

Six-Weeks Grading Periods

	<u>Grading Period</u>	<u>Progress Report Date</u>
1 st Six Weeks	August 13 – September 20, 2024	September 4, 2024
2 nd Six Weeks	September 23 – November 1, 2024	October 16, 2024
3 rd Six Weeks	November 4 – December 19, 2024	December 4, 2024
4 th Six Weeks	January 7 – February 14, 2025	January 29, 2025
5 th Six Weeks	February 18 – April 4, 2025	March 12, 2025
6 th Six Weeks	April 7 – May 22, 2025	April 30, 2025

Earning Course Credit

A middle school student advances to the next grade if the student has an overall average of 70 in all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

A student in grades 9 – 12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above and the attendance requirements are met.

When a student fails one semester of a two-semester course, the district will award credit for both semesters if the student passes the other semester with a grade high enough so that the combined average of the two semesters is 70 or higher. ***The grades earned must be within the same school year. The school year is defined as the fall semester, spring semester, and summer session.***

Examples:

Semester 1	Semester 2	Average	Credit Earned	EOC Course	Options to Regain Credit
Pass (80)	Fail (68)	Pass (74)	1.0 credit for full year	Pass	No other action is required
Pass (70)	Fail (68)	Fail (69)	0.5 credit for first semester	Fail	Retake second semester and the EOC (web-based curriculum may be used for certain courses)
Fail (68)	Pass (80)	Pass (74)	1.0 credit for full year	Fail	Retake EOC exam
Fail (68)	Pass (70)	Fail (69)	0.5 credit for second semester	<i>Not an EOC Course</i>	Web-based curriculum program, <i>Credit By Exam</i> , or retake first semester

Display of Grades on Report Cards

All grades are displayed as whole number percentages on the report card. If the average results in a mixed number with a fraction of 0.5 or higher, the average will be rounded to the next higher whole number.

The grading scale showing the equivalent letter grade is displayed at the bottom of each report card.

Effect of Excessive Absences on Course Grades

Excessive absences are noted on the student's transcript with an * placed by the course grade.

Fine Arts		SE	S1	S2	Av	Cr.
1051A	Honors Art 1A	H	*78		78	0.00
1051B	Honors Art 1B	H		*87	87	0.00

Accompanying footnote at the bottom of the transcript will read: * Loss of Credit.

Class Rank

Class Rank Beginning with the Graduating Class of 2024

The district includes in the calculation of class rank the eight highest eligible semester grades earned in high school courses taken in grades 9 – 12 in each of the following subjects only:

- English Language Arts
- Mathematics
- Science, and
- Social Studies and Economics

If after the student's senior year, the student has earned fewer than eight eligible semester grades in one or more of these subjects in grades 9 – 12, the district shall use eligible semester grades earned before grade 9, as necessary, for a total of eight grades in each of these subjects.

The calculation of class rank excludes grades earned in or by:

- A local credit course;
- A course for which a pass/fail grade is assigned;
- Credit-by-Examination, with or without prior instruction;
- Distance learning and traditional correspondence courses;
- Dual credit courses taken through a college with which the district does not have a partnership agreement; and
- Courses taken in the district's web-based credit recovery program.

For detailed information about the calculation of class rank, see the information in the Bulletin 100.

Weighted GPA

The district categorizes and weights courses as Tier I, Tier II, and Tier III in accordance with policy EIC (LOCAL). The Weighted GPA is used to determine local graduation honors and the highest-ranking graduate.

Tier I courses include Advanced Placement (AP) courses, International Baccalaureate (IB) courses, OnRamps courses, dual credit courses, any courses for which a Tier I course is a prerequisite, and other rigorous District-designated courses.

Tier II courses include high school Honors courses and other courses locally designated as honor courses.

Tier III courses include all other courses not designated as Tier I or Tier II courses.

The district converts semester grade points and calculates a weighted GPA in accordance with the following chart:

Weighted GPA Scale

Grade	TIER I	TIER II	TIER III
97 and above	5.0	4.5	4.0
94–96	4.8	4.3	3.8
90–93	4.6	4.1	3.6
87–89	4.4	3.9	3.4
84–86	4.2	3.7	3.2
80–83	4.0	3.5	3.0
77–79	3.8	3.3	2.8
74–76	3.6	3.1	2.6
71–73	3.4	2.9	2.4
70	3.0	2.5	2.0

Unweighted GPA

The district shall calculate an unweighted GPA using a simple whole-number scale. Unweighted GPAs will be displayed in FOCUS and on the student’s transcript.

Unweighted GPA Scale

Grade	Unweighted Simple 4.0 GPA Scale
90 – 100	4.0
80 – 89	3.0
70 – 79	2.0
69 or below	0.0

Class Rank for Application to Institution of Higher Education

The district shall also calculate class ranking as required by state law. The district's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission to institutions of higher education under state law per EIC (LEGAL).

Credit By Examination

The district offers students the opportunity to take a credit by examination (CBE) to demonstrate mastery in a subject or to earn course credit with or without prior instruction. [Policies EHDB and EHDC] CBEs are available for most courses. The district uses CBEs purchased from Texas Tech University and/or The University of Texas. Most of the CBEs used by Fort Worth ISD will be administered online. The exams assess the student's mastery of the essential knowledge and skills relevant to the applicable subject. The exams are periodically reviewed by the State for alignment with essential knowledge and skills.

Successful course credit will be indicated on the transcript with the actual grade earned, but the grade will not be used in the calculation of GPA. If credit is not awarded, documentation of the examination will be placed in the student's academic achievement folder.

With Prior Instruction

A student can take a CBE when the student has had prior instruction and when:

- The student is enrolling in the district from a non-accredited school or home school; or
- The district needs to determine the proper placement of the student; or
- The student failed a subject or course; or
- The student has earned a passing grade in a subject or course but failed to earn credit due to excessive absences.

To receive credit for the course, a student must score a 70 or above on the CBE. Examinations will assess the student's mastery of the essential knowledge and skills and will be administered according to established District procedures.

Prior to offering a student an opportunity to demonstrate mastery or to earn credit by this method, an appropriate District employee will review the student's educational record to determine whether the student has had prior instruction in the subject or course.

Middle School

Students in grades 6 – 8 who have received prior instruction in previous courses may be placed into the appropriate course or courses based upon evidence from sources such as prior performance in the subject, teacher recommendations, and scores on locally administered tests and inventories. A campus committee consisting of the principal, counselor, and classroom teachers will make placement decisions. No placement will be made without parent approval. Placement can be made for six weeks pending results from CBEs.

Students may not place out of any courses for which high school credit toward graduation is awarded unless the student takes a CBE certified by the FWISD. Should a parent challenge placement or request alternative placement(s) or examinations, the district may administer and recognize results of a test purchased by the parent or student from Texas Tech University or the University of Texas at Austin.

High School

Students entering the district, who have been homeschooled or are coming from unaccredited schools seeking placement/validation of grade level or coursework, may be placed in appropriate course or grade level based on the decision of a campus committee consisting of the principal, counselor, and classroom teachers. If a student is Limited-English-Proficient, the LPAC must work in collaboration with the campus committee to determine appropriate instructional placement/validation. This placement requires parental approval. Evidence of previous classroom work, results of standardized testing, psychologists' recommendations, or records from previous setting(s) may be considered in order to determine placement. Should a parent challenge the placement, the parent may request an alternative examination. The FWISD may administer and recognize results of a test purchased by the parent or student from Texas Tech University or The University of Texas at Austin. A six-week placement for observation may be made pending CBE results.

Without Prior Instruction

Students can take a Credit by Exam to earn credit for a course without prior instruction. No prior instruction is defined as having no formal instruction in the specific course content and/or grade for which the examination is given. In order to receive credit, a student must earn a score of 80 or above. Award of credit for a two-semester course is based upon successful passing scores on CBEs for both semesters.

Students will only be administered the tests for which they have an official registration verified and approved by their counselor. Students cannot register to take a CBE while concurrently enrolled in the course for which they are taking the exam. There is no charge to the student for

taking a CBE for purposes of acceleration. Transportation to and from the testing site is not provided by the district. CBEs are not recognized by the NCAA for athletic eligibility purposes.

CBE for EOC Courses

A student who has not had prior instruction in the course and passes the CBE with an 80 or higher, does not have to take the related EOC exam.

Procedures for Taking a CBE for Acceleration

1. Dates for Credit by Examination (CBE) testing for acceleration are published by the Gifted and Talented Department at the beginning of the school year.
2. Individual school campuses notify students via notices posted in the school, school announcements, and/or information sent home to parents.
3. Students contact their counseling office to register for CBEs and to complete the FWISD *Credit by Examination Student Registration Form*. A student may take a CBE for a particular course only once during each testing cycle and a total of two times. Counselor must verify and approve registration.
4. The District's Gifted and Talented Department orders the CBEs and sets the site(s) for the examination(s) to be administered. Please note that most of the exams will be administered online.
5. Parents receive a notification letter from the Gifted and Talented Department indicating the time and place designated for in-person test administration. Students will receive an email at their FWISD student email address with instructions for testing. The school counseling office also receives the information included in the parent notification.
6. The CBE is administered on the designated date and time or during testing window for online administration.
7. The CBE is sent to be scored.
8. The CBE scores are received by the Gifted and Talented Department and are provided to the campus counseling office.
9. Students receive a copy of their CBE results.

10. Counselor works with the Campus officer, Academic Achievement Record (AAR) technician for transcript history update in cases where credit is awarded.
11. The student's transcript is updated to reflect any credit(s) awarded. The CBE test score earned shall not be used for calculation of grade point average or in determining class rank, FWISD Policies EEJA and EEJB (LOCAL). CBE test scores are coded on the student's transcript with an (E) for each examination for acceleration or a (T) to note it is for credit verification when a CBE
12. is used for credit retrieval.

Credit by examination shall not be used to gain eligibility for participation in extracurricular activities.

Distance Learning and Correspondence Courses

All Grade Levels

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television.

Resident students, students temporarily residing abroad, or out-of-school youth and adults are able to earn units by taking correspondence courses from another educational institution.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TxVSN), as described below, in order to earn credit in a course or subject, the student must receive written permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

All courses must have been approved by the Commissioner of Education and must include the state-required essential knowledge and skills. A school counselor must supervise the program.

Grades earned in these courses are recorded on the transcript but are not used in the calculation of GPA. Students in the 12th grade should complete these courses at least 30 days prior to graduation to be eligible for graduation at the end of the term.

Texas Virtual School Network (TxVSN)

The Texas Virtual School Network (TxVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment. Grades earned in these courses are recorded on the transcript but are not used in the calculation of grade point average.

Grade-Level Classification

After the ninth grade, students are classified according to the number of credits earned toward graduation. The following charts display the credits needed for classification and spring reclassification. Only courses counting toward state graduation credits are included; local credit courses do not count.

Reclassification occurs before the beginning of each school year, and in some special cases, at other times for state testing purposes or early graduation requirements.

Fort Worth ISD Grade Classification Foundation Plan with Endorsement		
All require 26 credits for Graduation		
	Grade Level Classification	Required State Course Credits
Foundation with an Endorsement	9 – Freshman	0 credits
	10 – Sophomore	6 credits
	11 – Junior	12 credits
	12 – Senior	19 credits
Foundation Without an Endorsement	12 – Senior	15 credits
	22 credits required for MSHP Graduation and for FHSP Graduation w/out an Endorsement	

The chart below is for:

- Students who have repeated a grade level and have earned the required course credits for *spring semester* reclassification; or
- Seniors who are on the Foundation High School Plan (FHSP) without an endorsement.

This grade reclassification will allow senior students to be included in senior meetings to receive relevant information needed to complete senior year activities and responsibilities. The deadline for grade level reclassification is *mid-January* in order to have testing coded correctly.

Fort Worth ISD Grade Reclassification – Spring Semester	
Grade Level Classification	Required State Course Credits Earned
9 – Freshman (repeaters)	8 credits
10 – Sophomore (repeaters)	15 credits
11 – Junior (repeaters)	22.5 credits
12 – Senior FHSP w/o an Endorsement 22 credits required	18.5 credits

Students currently enrolled in high school who have not earned the required credits needed to be on grade level and who have not been officially permitted in the Foundation High School Plan without an endorsement are to meet with their counselor to determine the various ways they may schedule courses to make up the needed graduation credits.

Junior – Senior Reclassification during the Sixth Six-Weeks

If a repeat 11th grade student, who did not have enough credits to be classified as a 12th grade student at semester, has earned the credits during the spring semester to still graduate in June, then the student will need to be reclassified to the 12th grade during the 6th six-weeks. This will allow the student to be included in the final graduation class total and receive a transcript marked as a 12th grade student. A grade change form will need to be completed and submitted to the data clerk for entry by the end of the 3rd week of the 6th six-weeks.

Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Endorsements are made up of at least four to five credits taken in a coherent sequence providing advanced or more in-depth knowledge and skills in a curriculum area. In Social Studies Arts and Humanities endorsements five social studies credits are required. A student may earn an endorsement by successfully completing:

- Curriculum requirements for the endorsement;
- Four credits in mathematics
- Four credits in science
- Two additional elective credits

Courses needed to satisfy an endorsement may also be used to satisfy foundation course requirements. Students may enroll in courses under more than one endorsement before the student’s junior year.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB exam, on certain national college preparatory and readiness or college entrance exams, or for earning a state recognized or nationally or

internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

Highest-Ranking Graduate – State Designation & Criteria

The highest-ranking graduate is the student at each high school campus who has received the local honor of valedictorian. This student will receive a Highest-Ranking Graduate Certificate and free tuition to a Texas public college or university during both semesters of the first regular session immediately following the student's high school graduation. [See §54.201 of the Texas Education Code]

After all grades have been posted, a designated individual at each campus will use the PDF form provided by TEA to submit to the Guidance and Counseling office a certificate for the graduate. The principal and superintendent will sign the certificate.

The campus counseling office will additionally provide to the Guidance and Counseling office the tuition waiver for the highest-ranking graduate, to be signed by the superintendent.

The Guidance and Counseling office will mail the signed certificate and tuition waiver to the student after campus graduation.

Local Graduation Honors

The district will calculate class rank at the end of the fifth six-week grading period of the senior year after receiving grades for dual credit courses, to determine local graduation honors. The average of the fourth and fifth six-week grades will be used as the semester grade for the purpose of determining local graduation honors.

For schools on an accelerated block schedule, the district shall calculate class rank at the end of the third nine-week grading period of the senior year. The grade for the third nine-week grading period shall be used as the semester grade for this purpose.

Valedictorian and Salutatorian – Local Honor & Criteria

The valedictorian and salutatorian are the eligible students with the highest and second highest ranking, respectively at the end of the 5th six-weeks. To be eligible for such recognition, a student must:

- Have completed the Foundation Program with the distinguished level of achievement;
- Have completed 19 credits before the first day of the school year in which graduation requirements are completed; and
- Have been continuously enrolled in the same high school in the district for the two school years immediately preceding graduation.

In case of a tie in core GPAs after calculation to the third decimal place, the district will then consider weighted GPAs. If the tie is not broken after applying these methods, the district shall recognize all students involved in the tie as sharing the honor and title.

Please note that a once final grades are calculated, the rankings may have changed from those calculated at the end of the 5th six-weeks. However, if this occurs, this will not change the award for Valedictorian or Salutatorian.

Latin Honors

Local class rank Latin honors at each District high school will be awarded to students completing the foundation program with the distinguished level of achievement, as follows:

<i>Summa Cum Laude</i>	The top highest two percent of the graduating class
<i>Magna Cum Laude</i>	The next highest three percent of the graduating class
<i>Cum Laude</i>	The next highest five percent of the graduating class

Course Changes

Students may request a course change within the first ten instructional days of school if on a traditional schedule or first five instructional days of school if on a block schedule.

An Add/Drop form must be completed and approved by the school principal or designee.

Level changes within the same course are not considered add/drop requests.

For example, moving from Pre-AP English I to English I is a level change and would not result in a penalty. UIL eligibility may be affected. Grades earned in Pre-AP or AP courses will be transferred to the academic course without any adjustment after the 10-day (or 5 day for block schedule) deadline.

Grades earned in the first three weeks of a dropped class can affect UIL eligibility.

A change to a course requires the student to assume the responsibility for the content of the entire course on the final examination.

For dual credit course changes, please see the Dual Credit section.

Placement of Students Entering the District

Accredited Schools

The parent or guardian of a student enrolling in the district from an accredited public, private, or parochial school must provide evidence of prior schooling outside the district. The student will be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal will determine final grade placement.

Accredited is defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner.

Non-Accredited Schools

A student enrolling in a District school from a non-accredited public, private, or parochial school, including homeschools, will be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

- Scores on achievement tests, which may be administered by appropriate District personnel.
- Recommendation of the sending school.
- Prior academic record.
- Chronological age and social and emotional development of the student.
- Other criteria deemed appropriate by the principal.

Before granting high school credit, the district shall validate, by a Credit by Exam (See CBE Section) or other evidence, that any course taken by a student at a non-accredited public, private, or parochial school meets State Board requirements. If the course cannot be validated, the student will retake the course.

Guidelines for All Students Transferring

- A student who has honors classes on his or her transcript from another district will be awarded honors credit if the honors course is currently taught in the FWISD.
- Confer with the student to determine the content of any course in question and to the Texas Essential Knowledge and Skills if necessary. The subject program director may also be contacted for assistance. If the content equates to that of a FWISD course, credit may be given.
- Students who wish to receive state credit for a course that cannot be equated with a FWISD course may apply to take the credit-by-examination test when available.
- Counselors who cannot make proper determinations for courses should contact the Guidance & Counseling Department.

Campus Plan for Transfer Students

When a student transfers, the best effort should be made to place the student in an equivalent class. If an equivalent class is not available on the receiving campus, a committee needs to be convened to devise a plan for the student to earn credit to complete the semester with courses offered in the FWISD school system.

A campus plan is to be devised by a committee comprised of the principal or designee, a counselor, and the teacher who will be working with the student for semester course credit

completion. Based on policy EIA (LOCAL), teachers and other personnel are to work with the student so that the student is provided opportunities to complete course work needed to show relative mastery of the course objectives.

A receiving campus plan is to be devised for a student transferring into a District high school when any of the following conditions warrant such a planning process:

A student transfers into a District high school after completion of the first grading cycle of the semester, missing the first grading period of FWISD instruction.

- a. If the student was in another Texas public or charter school, the grades will be recorded under the first grading cycle, and the student will be placed in an equivalent class to continue the course.
- b. If the student was not attending school at the beginning of the school year prior to enrolling in FWISD, the student will not be penalized under the attendance rules but will be expected to be accountable for mastery of the TEKS by the end of the course in order to receive credit for the course. Because the District curriculum spirals and builds upon the TEKS from the beginning of the year, the TEKS the student missed are often reviewed throughout the semester. Even though the student has not been in attendance since the beginning of the year, the student has not missed these TEKS.

Grades are to be recorded for each six weeks the student is enrolled, and those grades will be averaged for the semester grade. The missing first six-weeks grade due to late enrollment is not recorded as a zero.

At the end of the high school year, the student's final average is figured semester by semester. In this example, the student would have

- Two six-weeks grades and the semester exam averaged for semester A; and
- Three six-weeks grades and the semester exam averaged for semester B.
- The two semester grades are to be averaged for the year-end grades. [Policy EI (LOCAL)]

Campus Plan for Students Assigned to a DAEP

When a student transfers from his/her home campus to Metro (or another DAEP), the student will be scheduled into an equivalent class where one exists. In order to meet the student's academic needs, the student will receive instruction in one or more of the following modes:

1. The student will receive a combination of face-to-face instruction and web-based instruction. The certified classroom teacher will provide the face-to-face instruction in core classes only. A web teacher will monitor the student's completion of web-based instruction. The student's grade will be based upon completion and mastery of assignments, quizzes, and unit tests. The classroom teacher of the core subject courses will record grades in Focus based upon the student's overall grade on classroom assignments. The web teacher will provide the student's grades and web progress back to the home campus.
 - a. If an equivalent class is not available at Metro or in web-based learning, the Metro counselor will communicate to the home campus regarding course placement and will request that the home campus provide assignments for those courses. The web teacher will facilitate student completion of home campus assignments and will email the completed assignments back to the home campus teacher. The home campus teacher is then responsible for entering grades.
2. Metro Opportunity does not offer Tier I or Tier II courses. A student enrolled in a Tier I or Tier II course will be placed in the equivalent Tier III course at Metro (unless the campus makes arrangements as outlined in number 3 below).

If the campus makes the necessary arrangement per 1(a) and the student completes the semester at Metro, the student will receive the GPA points associated with a Tier III course.

3. If the student assignment to Metro or another DAEP is not for an extended length of time (one-six-weeks or less) and the student wants to retain the course as an AP/Honors course, he/she needs to request the AP/Honors course syllabus and assignments from the AP/Honors teacher. The student will be responsible for completing all assignments in the AP/Honors class. When the student returns to the home school, the student will need to make up missed assignments, necessary quizzes and/or tests to demonstrate relative mastery of the AP/Honors course objectives. The student must continue to complete all AP/Honors coursework for the remainder of the school year. The teacher will consider all the AP/Honors class grading cycle grades to determine the student's relative mastery of the AP/Honors course. If a student is at Metro during AP testing, Metro will arrange for the student to test on their home campus.

Prior to placement at Metro, the home school must verify that the student has a numerical grade in Focus for each scheduled course. When a student withdraws from his/her home school to Metro, it is the responsibility of the home school to ensure that each class has an accurate current progress withdrawal grade for all courses on the student's schedule.

Metro teachers will use the withdrawal grades for gradebook grades for any assignments in the gradebook from the beginning of the six-weeks until the date of enrollment at Metro. The remaining gradebook grades will be based upon the completion and mastery of the work at Metro for each corresponding course.

If the student is enrolled at Metro at the end of the grading period, the Metro teacher for core courses will assign the progress and/or report card grade based on a combination of home school withdrawal grades and work completed at Metro. All other coursework grades (web, work sent from the campus) are entered by the home campus.

The teacher of record, either at Metro or at the home campus, at the end of the semester is required to provide the final grade for the semester. If the student is at Metro or another alternative setting at the end of the semester, regardless of how much time is spent at Metro, only Tier III credit can be awarded.

Example of Metro Grade Entry:

Course	Offered @ Metro?	Home Campus Sends Work?	Party Responsible for Recording Grades
English 3	Yes	No	Metro
Algebra 2 Honors	Yes	No	Metro
AP United States History	No	Yes	Home Campus
Physics	Yes	No	Metro
Spanish 2	In Web	No	Home Campus
Art 1	In Web	No	Home Campus
Athletics	No	Yes	Home Campus
Principles of Architecture	No	Yes	Home Campus

Conversion of Letter Grades to Numeric Grades

When a student transfers grades for properly documented courses from an accredited U.S. or foreign public or private institution, the district shall assign weight to those grades based on the categories and grade weight system used by the district if similar or equivalent courses are offered to the same class of students in the district.

Conversion of letter grades to numerical grades for students transferring into the district with letter grades are as follows:

A+ = 99	B+ = 89	C+ = 79	D+ = 70
A = 96	B = 86	C = 76	D = 70
A- = 92	B- = 82	C- = 72	D- = 70
		F = 60	

If a student is transferring from a Texas school district or Texas charter school and has a “D” letter grade equivalent to a 70, credit will be awarded for the course per Texas Education Rule, 19TAC§74.26 (a)&(c).

Grades earned in non-accredited schools shall be handled in accordance with FD (LOCAL). Students from non-public, out-of-state, or out-of-country schools may have transcripts that record a “D” letter grade and award credit for courses with a grade numeric value lower than the Texas passing standard of 70. Per TEA staff, the district has determined that for a “D” letter grade with a numeric value lower than a 70, a “P” will be recorded as the transfer grade.

Transfer students from non-accredited public, private, or parochial schools or who have been home- schooled shall be offered an opportunity to demonstrate mastery in a subject or to earn course credit. (See **Credit by Exam** section.)

Credit Recovery

A student who fails a course may retrieve credits multiple ways within the district. A student may:

- Retake the class during the school year, or
- Retake the class in the district-approved, web-based, credit-recovery program, or
- Take an approved Credit-by-Exam, or
- Retrieve credit by taking the class in summer school.

Credit Recovery Using District-Approved, Web-Based Credit Recovery Program

A student who fails a course may be eligible to take a course in the Web- based Curriculum Program to recover credit. In order to recover credit, a student must earn a grade of 70 or higher and complete 100% of the coursework requirements. The grade earned in the Web-based

Curriculum Program will be the grade placed on the student’s transcript, but will not be included in the calculation of GPA.

A semester grade earned in a web-based course can be averaged with the semester grade earned in the other half of the course to award full credit if the average of both semesters is a 70 or higher.

GPA Impact

- The student’s original failing grade will be included on the transcript and in the calculation of GPA.
- Inclusion in class rank calculation will depend on the class rank calculation for that graduating class. See Class Rank section for additional information.
- If the recovery course is passed with a minimum grade of 70, the actual grade earned on the course will be noted on the transcript.
- The grade earned in the recovery course will not be used in the calculation of GPA.

Courses Requiring and End-of-Course Exam

- A student who fails a course requiring an EOC, but who passes the EOC exam will be offered the option of taking a Credit-by-Exam to recover course credit or enrolling in a web-based curriculum program.
- A student who fails a course requiring an EOC **and** fails the related EOC exam will be required to retake one or both failed semesters in a regular classroom setting. The student must earn a 70 to earn course credit. The student must also retake the EOC exam.

	Passed Course?	Passed EOC?	Web-Based Curriculum Program Available?
Algebra I, English I, English II, US History, Biology	No	Yes	Yes
Algebra I, English I, English II, US History, Biology	No	No	No, must retake one or both failed semesters in a regular classroom setting

Credit Recovery Using a Credit-by-Exam (CBE)

A student can take a CBE to recover credit for a failed course. To receive credit, the student must earn a score of 70 or above. The score is recorded on the student’s transcript and coded with a “T” indicating that credit is earned. The score on the CBE is not included in the calculation of GPA. The original failing grade is used in GPA calculation.

Summary of Credit Recovery Methods

Method	Available For	Grade Needed	GPA Impact
Retake Course	A student who fails an EOC course and the related EOC	70	Original failing grade and new grade are calculated into GPA
District-approved Web-based program	A student who fails a course but passes related EOC	70 (in addition 100% of coursework requirements must be met)	Grade will be noted on transcript, but will not be used in the calculation of GPA
Credit-By-Exam (provided an exam is available for the course)	Any student who fails a course regardless of whether the course requires an EOC	70	Grade will be noted on transcript, but will not be used in the calculation of GPA
Summer School	Any student who fails a course	70	Grade is used in the calculation of GPA

Acceleration for Over-Age Students

Web-Based Learning (WBL) or Academic Acceleration Initiative (AAI) for High School Students

The Web-Based Learning (WBL) program or Academic Acceleration Initiative is an initiative that started in the 2012-2013 school year. The program is utilized in all secondary schools and specialized campuses to support students with the ability to obtain high school credit, accelerate academically, and prepare for college entry-exams.

Students take courses using a web-based curriculum, following the guidelines in the district approved program. The AAI or WBL program supports students who are over-age and under-credit and at risk of not graduating on time.

The AAI or WBL program meets the need for differentiated responses for students who have had interruptions in their schooling experience, multiple school transitions, or need additional time and supports to succeed. Classes are available at every high school and middle school.

The Counselor will enroll students in the needed coursework and determine the student's eligibility for a pre-assessment to identify areas where the student needs improvement. The web-based curriculum teacher will provide a positive classroom environment to support and monitor the student's progress and will provide interventions as determined by data. The web-based curriculum teacher, counselor, and additional campus personnel will collaborate with parents to ensure that the student follows his/her academic plan, which supports the student's goal for college and/or career readiness.

GPA Impact

Upon successful completion of each web-based course, student will receive credit for the course. The grade earned in the course will be recorded on the transcript but will not be used in the calculation of GPA.

Acceleration for Students Who Are Not Behind in Credits

Method	Available For	Grade Needed	GPA Impact	EOC Impact
Credit-By-Exam Without Prior Instruction	<ul style="list-style-type: none"> A student who has not had prior instruction in a course 	80	Grade will be noted on the transcript, but is not used in the calculation of GPA	For a CBE for a course that requires an EOC - the student will be exempt from the EOC
Summer School	<ul style="list-style-type: none"> Courses not requiring an EOC and Identified in the Summer School Catalog as available for Acceleration purposes 	70	Grade is used in the calculation of GPA	Student is required to take the EOC
Texas Virtual School Network, Texas Tech, or UT for a <i>current FWISD student</i>	<ul style="list-style-type: none"> Any student who wants to accelerate and has met prerequisite requirements for the course 	70	Grade will be noted on the transcript, but is not used in the calculation of GPA	Student is required to take the EOC
Texas Virtual School Network, Texas Tech, or UT for a <i>student who is not enrolled in FWISD</i>	<ul style="list-style-type: none"> Any student who wants to accelerate and has met prerequisite requirements for the course 	70	Grade will be noted on the transcript, but is not used in the calculation of GPA	For an EOC course, student is not required to take the EOC provided that the student completed the course prior to enrolling in a Texas public school
District-Approved Web-Based Program	<ul style="list-style-type: none"> At some middle school campuses Limited courses that allow students to earn high school credit 	70	Grade will be noted on the transcript, but is not used in the calculation of GPA	

Evaluation of Students With Special Needs

The Individual Education Plan (IEP) developed by the Admission, Review, and Dismissal (ARD) Committee for each student who meets eligibility criteria for Special Education services delegates responsibility for grade reporting for each special education student as follows:

1. If the content is taught solely in General Education, the grade will be assigned by the General Education teacher.
2. If the content is taught solely by the Special Education teacher, the grade will be assigned by the Special Education teacher.
3. If the content is taught through collaboration between the Special Education and the General Education teachers, the grade should be assigned jointly by but entered by the teacher of record. Exception(s) to these guidelines, where applicable, will be specified within the IEP.
4. All accommodations and modifications for Special Education students must be followed as delineated in the student's IEP and as determined in the ARD committee. All Special Education and General Education teachers are responsible for assuring the implementation of accommodations listed in the student's IEP. Modifications to the curricular content will be endorsed by the ART Committee and implemented by Special Education teachers.

Unless otherwise specified in the IEP, the grading period and grading system applicable to General Education will apply to students eligible for Special Education as well.

Each student eligible for Special Education services will receive his/her IEP Progress Report, which will accompany the Report Card, at every designated reporting period (i.e., 6 weeks or 9 weeks). Special Education teachers are responsible for reporting IEP progress.

English Learners (ELs)

High academic standards should be maintained for English Learners; however, no grading policy should adversely affect a student based solely on language proficiency. The teacher must take into consideration the student's level of English proficiency when planning assessments for and assigning grades to EL students. Linguistically modified and/or alternative assessments and special instructional methods should be used as appropriate and should be dependent on the level of English language proficiency of the student.

At the high school level, credit may not be denied solely because special assessments and/or methods were used to provide the EL student opportunity to demonstrate his/her knowledge of or skill in a subject.