WICHITA FALLS INDEPENDENT SCHOOL DISTRICT

Revised July 2026

ACADEMIC POLICIES & PROCEDURES 2026-2027



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DISCLAIMER: The information in this guidebook is accurate at the time of publication. However, state laws, Board policies, and District procedures change periodically. In case of a conflict between legal requirements, Board policies, and information from this publication, current provisions of Board policy or state law are to be followed.

WFISD FRAMEWORK

This *Academic Policies & Procedures* guidebook is intended to help students make the best and most informed decisions regarding their education in our District. Wichita Falls ISD is guided by our strategic design framework, which includes the following elements.

WFISD CALL TO ACTION

In Wichita Falls ISD, we strive for all learners to be resilient problem solvers, equipped and excited to create and contribute to a successful future.

OUR BELIEFS

In WFISD…

- We believe in high expectations coupled with unwavering support.
- We believe public education is a community endeavor.
- We believe diversity of experiences and perspectives creates opportunity.
- We believe education is a lifelong pursuit.
- We believe everyone deserves the resources they need to be successful.
- We believe a culture of safety and support is essential to learning.

OUR LEARNER OUTCOMES

- All students will consistently demonstrate a healthy response to adversity.
- All students will maintain a state of mental, emotional, and physical well-being.
- All students will partner with various organizations yearly to complete a community project K-12 with measurable impact.
- All students will develop an individualized, student-driven academic/career plan.
- 100% of students will demonstrate growth each year.
- All students will consistently demonstrate ethical behavior.
- All students will engage in meaningful learning every day.
- All students will demonstrate problem-solving skills through various approaches.

OUR LEARNER OUTCOMES

Every learner in WFISD should have the ability to:

- Adapt
- Communicate
- Exhibit a growth mindset
- Plan and prioritize
- Show empathy
- Collaborate
- Think critically
- Solve problems
- Possess intellectual curiosity
- Innovate/Create

OUR GOALS

1. We will maximize human potential through a culture of high expectations.
2. We will ensure students engage in meaningful and relevant learning experiences that develop creative problem solvers.
3. We will build a collaborative culture to foster ownership and increase engagement.
4. We will develop systems to identify and meet the physical, emotional, and social needs of students.
5. We will enhance pride and ownership in WFISD by increasing awareness and community outreach.

GRADUATION REQUIREMENTS

High school graduation requirements are determined by the Texas legislature and set into code by the Texas Education Agency. (See: 19 TAC Chapter 74, subchapter B, or TEA's website.) Specifically, regarding course requirements, students must satisfy the Foundation High School Plan with an Endorsement.

Courses	Foundation HSP
English	4 credits ❑ English I ❑ English II ❑ English III ❑ English IV
Mathematics	3 credits ❑ Algebra I ❑ Geometry ❑ Advanced Math
Science	3 credits ❑ Biology ❑ IPC or Chemistry ❑ Advanced Science
Social Studies	3 credits ❑ World Geography or World History ❑ US History ❑ Government (½ credit) ❑ Economics (½ credit)
Fine Arts	1 credit ❑ _____
Languages Other Than English	2 credits ❑ Year 1 ❑ Year 2
Physical Education	1 credit ❑ _____
Electives	5 credits ❑ _____ ❑ _____ ❑ _____ ❑ _____ ❑ _____
Total:	**22 credits**

Endorsements
Choose 4 additional credits in one of the following endorsement areas.
STEM ❑ 1 additional Math ❑ 1 additional Science ❑ Elective 1: _____ ❑ Elective 2: _____
Business and Industry ❑ 1 additional Math ❑ 1 additional Science ❑ Elective 1: _____ ❑ Elective 2: _____
Arts and Humanities ❑ 1 additional Math ❑ 1 additional Science ❑ Elective 1: _____ ❑ Elective 2: _____
Public Service ❑ 1 additional Math ❑ 1 additional Science ❑ Elective 1: _____ ❑ Elective 2: _____
Multidisciplinary Studies ❑ 1 additional Math ❑ 1 additional Science ❑ Elective 1: _____ ❑ Elective 2: _____
26 total credits

For more information about the five endorsements, see page 14 or view TEA's Graduation Toolkit.

END-OF-COURSE (EOC) EXAMS

In addition to course requirements, to graduate high school, students must also pass all five of the state's End-of-Course (EOC) exams:

- ❏ English I
- ❏ English II
- ❏ Algebra I
- ❏ Biology
- ❏ U.S. History

For more information about these tests, visit the "STAAR Resources" page on the Texas Education Agency website.

Exemptions and Waivers
The EOC assessment graduation requirements are waived in a few special situations:

- Students who earned high school credit for an EOC course from a school outside of Texas can have the assessment criteria waived.
- Students who were enrolled in an EOC course during the spring semester of 2020 were exempt from that assessment due to statewide school closures.

For more information, contact your academic counselor.

Individual Graduation Committee (IGC)
A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC) determination.
For more information, contact your academic counselor or visit the "Graduation Requirements" page on TEA website.

It is possible for a student to earn credit -and take the state End-of-Course exam- for Algebra I while in middle school (or before entering high school). In such cases, students are still required to take a standardized math assessment in grades 9-12. For this purpose, students will take the SAT or ACT at least once while in high school.

DISTINGUISHED LEVEL OF ACHIEVEMENT

Beyond the minimum graduation requirements, students can also earn a distinguished level of achievement by completing the following requirements:

- ❏ A total of four credits in math, including Algebra II;
- ❏ A total of four credits in science; and
- ❏ Successful completion of an endorsement in an area of interest.

In addition to preparing for college-level coursework, a student must earn the distinguished level of achievement to be admitted to a Texas public university under the **Top 10 percent automatic admission law**. (See page 11.)

COURSE SUBSTITUTIONS

Physical Education
The following courses/ activities can substitute for physical education (PE) requirements:

- Athletics
- Drill team
- Cheerleading
- JROTC
- Marching band
- Off-campus PE

Also, additional core subjects and academic electives may be substituted for PE based upon:

A. the physical activity involved in the courses listed for this purpose in state rules [See Board Policy EIF(LEGAL)];
B. determination of an ARD or 504 committee due to disability; or
C. the judgment of a committee convened with persons "with appropriate knowledge" about the student.

Please see your counselor for more information.

NOTE: Students can only earn up to 4 state graduation credits in PE or PE substitutes.

Languages Other Than English (LOTE)
In some circumstances, other credits can be used to replace the requirement for a second language credit.

For more information, contact your academic counselor, or see the Texas Education Agency.

GRADUATING EARLY

In some cases, students can graduate high school in fewer than 4 years. To do so, students must submit a request and develop a plan for early graduation with their academic counselor by certain deadlines:

> the end of the sophomore year (to graduate in May at the end of the junior year), or
> the end of junior year (to graduate in December of senior year).

This request requires signatures from the parents and counselor, as well as both campus and district administrators.
Some of the guidelines include:

- The plan cannot include credits from Odysseyware.
- Students may not graduate before the completion of the second semester of the junior year.
- Students may not graduate on the Foundation Plan. (Completion of an Endorsement is required.)
- And more!

Talk to your academic counselor for more information.

CREDIT AND GRADES

SEMESTER GRADES

To receive credit for a course in grades 9-12, a student must have a semester grade of 70 or above, in addition to meeting all state and local requirements (for attendance, etc.). Each semester counts as half (½ = 0.5) of a unit of credit.
For all high school credit courses, the semester grade will be computed by making each six-weeks grade equal to three-tenths of the semester grade and the score on the semester exam equal to one-tenth of the semester grade.
Either of the following formulas can be used to determine the semester grade.

Semester grade = 0.3(first six-weeks grade) + 0.3(second six-weeks grade) + 0.3(third six-weeks grade) + 0.1(Exam)

Or,

$$\text{Semester grade} = \frac{3\times(\text{first six-weeks grade}) + 3\times(\text{second six-weeks grade}) + 3\times(\text{third six-weeks grade}) + \text{Exam}}{10}$$

SEMESTER EXAMS

Cumulative semester exams are a requirement in ALL high school courses, except in the following circumstances:

- In some elective courses, the teacher may assign a cumulative project to complete instead of a semester exam. The assigning of such a project requires approval from the campus principal following a written request by the teacher. In such circumstances, a scoring rubric must be provided to students at the time the project is assigned.
- Semester exams are not required in physical education (PE) classes. For PE classes, the semester grade is simply the average of the grades from the three six-weeks grading periods.

If a student has an absence during the time scheduled for a semester exam, the student will be responsible for rescheduling the examination within two weeks (or, 10 school days) of the missed date. The principal will be responsible for determining the validity of the reason why the student is to take a makeup examination. A student who does not take the makeup exam during the two-week period allowed will receive a zero on the semester examination.

For more information, see WFISD policy EIAA(REGULATION).

TRANSFER CREDITS

When a student moves into WFISD from another public high school in Texas, common systems for naming, numbering, and grading courses make it easy to transfer credits. Sometimes, however, students move into the District with credits and grades from institutions with different systems--such as private schools, out-of-state schools, or even international schools.

In such cases, the counseling team conducts a curriculum audit to determine what credits should be awarded for the transfer courses. Although each case is unique, the counseling team typically considers the following criteria:

- Content - Does the course content (or list of topics) match what is covered in the local/Texas course?
- Sequence - How would the course likely fall in the sequence of courses we offer regarding prerequisite courses?
- Accreditation - Do the original grades come from an accredited institution, such as those affiliated with a state or government agency?
- Time - At what point in the semester is a student enrolling?

Transferring (or Enrolling) in the Middle of the Semester

When a new student enrolls in one of our high schools during the semester, grades and credits depend on: A) the accreditation status of the previous school and B) the enrollment date of the transfer.

PREVIOUS SCHOOL *If the previous school is…*	**ENROLLMENT DATE** *And the student starts classes…*	**PROCEDURE** *Then the counseling team will…*
Accredited *Public schools or accredited private schools*	Within the first two six weeks of the semester	• Enroll the student in appropriate classes. • Record any documented grades earned from the previous school. *Because of our 8-period day, sometimes students must enroll in more courses than they were taking at their previous school. In such cases, if a student must enroll in a new/additional course with no previous appropriate corresponding grades, then no grades ("NG") will be reported for missed work, and semester credit will be based on work moving forward from the enrollment date.*
	During the third six weeks of the semester	• Enroll the student in appropriate classes. • Record any documented grades earned from the previous school. *If a student must enroll in a new course (not started at the previous school), then this additional course will be classified as a no-credit course or an audited elective.*
Non-Accredited *Homeschool, no school, or non-accredited private schools*	Within the first two six weeks of the semester	• Review documentation of previous coursework. • Enroll the student in appropriate classes. • Record "no grades" (NG) for work missed up to the point of enrollment. *In this case, semester credit will be based on work moving forward from the enrollment date.*
	During the third six weeks of the semester	• Enroll the student in two electives as no-credit audits. • Place the student in PACE for the remainder of the school day. *Electives (to audit for no credit) include fine arts, physical education, health, financial literacy, tech apps, or Principles classes. In PACE, students can begin work on (and hopefully earn some credit for) any appropriate courses required for graduation.*

Transfer Credit for Completed Coursework

Based on the criteria above, WFISD generally accepts credits and grades earned at previous public high schools. However, the District does not accept credits earned through independent or unaffiliated agencies, such as private home-schooling or non-accredited private schools. Specifically, for students transferring from a private/home school in Texas, the programs should be accredited or recognized by TEA, TEPSAC, or IALDS. (Link)

In other cases, District personnel may require the student to demonstrate mastery of the content through an assessment or other alternative methods to verify course content for the award of credit. (See policy FD(LOCAL).)

Sometimes, WFISD receives letter grades (A, B, C) for students, rather than numeric grades. In such cases, the charts below are used to convert these letter grades to a 100-point scale.

- From schools with A/B/C/D/F grades

Letter	A+	A	A−	B+	B	B-	C+	C	C−	D+	D	D−	F
Number	98	95	92	88	85	82	79	78	76	74	73	71	65

- From schools with only A/B/C/F grades (no D's)

Letter	A+	A	A−	B+	B	B-	C+	C	C−	F
Number	98	95	92	88	85	82	78	75	71	65

NOTE: This document attempts to cover the most common situations regarding students transferring into high school in WFISD. However, no policy can cover every possible set of unique circumstances. When in doubt, counseling staff should seek assistance from District personnel.

OTHER WAYS TO EARN CREDIT

Besides taking a traditional class, high school credit can be earned in the following ways.

- **Correspondence courses.** Various outside institutions and online schools offer courses that students can take remotely for high school credit. However, before enrolling in such courses, students must first obtain **prior approval** in writing from their academic counselor. Specifically, the school must:
  A) approve the course provider (to make sure the institution is accredited), and
  B) approve the specific course (to make sure it corresponds to state graduation requirements).
  Costs for correspondence courses are the responsibility of the student and the student's family.
- **Credit by exam.** Students can also earn credit for courses by earning qualifying scores on approved tests. A score of 80 is required to earn credit for advancement (for a course you have not yet taken), and a score of 70 is required for credit recovery (for a course you have previously failed). In most cases, for students, there is no cost to take an exam for credit. For more information, visit https://www.wfisd.net/departments/curriculum-instruction/advanced-academics, and look for the section on "Credit By Exam (CBE)".

NOTE: For both approved correspondence courses and exams passed for credit, the grade issued by the institution will be recorded on the student's transcript as the semester grade for the course.

For students in grades 11-12 who are behind in credits due to failing grades, the campus may have options for credit recovery. Specifically, these upperclassmen may qualify for the PACE program, where they can earn credits through a self-paced online content delivery system called Odysseyware. Check with your academic counselor for more information.

GPA AND CLASS RANK

In high school, semester grades are converted into grade points, according to the chart shown below. All of a student's grade points are averaged to determine the grade point average (GPA). The grade point average is used to determine some specific graduation honors, including class rank. In the 12th grade, the final class rank calculations are used to determine the top graduates (valedictorian, salutatorian, and the top 10%).

GRADE POINTS (HIGH SCHOOL)

Grade	Advanced	Regular
95-100	5.0	4.0
90-94	4.5	3.5
85-89	4.0	3.0
80-84	3.5	2.5
77-79	3.0	2.0
75-76	2.5	1.5
72-74	2.0	1.0
70-71	1.5	1.0
≤ 69	0	0

ADVANCED COURSES

Advanced courses earn more grade points. These include:

- Honors classes
- Advanced Placement (AP) courses
- International Baccalaureate (IB) Diploma Program (DP) courses
- Dual credit courses
- OnRamps courses

INITIAL GPA

A student's "Initial GPA" is the cumulative average of the grade points for the semester grades of all the courses earned for high school credit.

CLASS RANK GPA

In the spring of 12th grade, for students who have an Initial GPA or 4.0 or higher, their final class rank is determined by a "Class Rank GPA," which only includes grades from a specific subset of 19 credits.

The 19 credits used for Class Rank GPA are described below.

COURSES (19) INCLUDED IN CLASS RANK GPA

English	Math	Science	Social Studies	LOTE	Choice
4 English courses ❏ English I ❏ English II ❏ English III ❏ English IV	4 math courses beyond Algebra I ❏ Geometry ❏ Algebra II ❏ [Adv math] ❏ [Adv math]	4 science courses ❏ Biology ❏ Chemistry ❏ [Adv science] ❏ [Adv science]	4 social studies credits ❏ World Geo or World History ❏ US History ❏ Govt/Econ ❏ [Adv SS]	Any 2 levels of the same language other than English (such as Spanish I and Spanish II)	One (1) other advanced course not previously counted

REPORTING GPA AND RANK

At certain points during a student's four years of high school, we use a *preliminary* Class Rank GPA for some students when they have an Initial GPA of 4.0 and above. This measure is calculated in Skyward (our learning management system) based only on a student's core classes (such as English, math, science, social studies, and LOTE/Spanish), and it excludes other elective classes (such as PE or career courses). The intent is to align more closely with the 19 courses that will ultimately determine the *final* Class Rank GPA.

The chart below shows methods for computing GPA and rank on transcripts, for reporting to colleges and universities.

End of Grade 9	Initial GPA, as computed in Skyward, appears on transcripts.
End of Grade 10	Initial GPA, as computed in Skyward, appears on transcripts.
End of Grade 11	Initial GPA, as computed in Skyward, appears on official transcripts. At this time, for students with an Initial GPA ≥ 4.0, campus staff will: ● Determine a preliminary Class Rank GPA, based on core academic and LOTE courses ● Manually overwrite (in Skyward) the initial GPA with the preliminary Class Rank GPA. For these students, the preliminary Class Rank GPA will then appear on official transcripts, along with the associated rank.
After the 5th six-weeks period in Grade 12	Initial GPA will be computed in Skyward. At this time, for students with an Initial GPA ≥ 4.0, District staff will: ● Determine the Class Rank GPA, using methods other than Skyward, to account for tentative final semester grades, courses excluded from GPA calculations through student choice, and any courses not completed. ● Send to campus staff to manually overwrite (in Skyward) the Initial GPA with the Class Rank GPA. For these students, the final Class Rank GPA will then appear on official transcripts, along with the associated rank. This rank will be used to determine **graduation honors**, including valedictorian, salutatorian, and other honor graduates.

For more specific information on how GPA is calculated in Wichita Falls ISD, see Board policy EIC.

SAMPLE

Gr	Course	Type	S1	S2	GP1	GP2
8	Algebra 1 H	Adv	90	92	4.5	4.5
9	English 1 H	Adv	93	94	4.5	4.5
	Geometry H	Adv	91	90	4.5	4.5
	Biology H	Adv	91	90	4.5	4.5
	World Geog H	Adv	97	96	5.0	5.0
	Spanish 1	Reg	89	91	3.0	3.5
	PE Athletics	Reg	100	100	4.0	4.0
	Theater 1	Reg	95	90	4.0	3.5
	Principles PS	Reg	96	97	4.0	4.0
10	English 2 H	Adv	86	87	4.0	4.0
	Algebra 2 H	Adv	82	81	3.5	3.5
	Chemistry H	Adv	88	90	4.0	4.5
	US History H	Adv	99	93	5.0	4.5
	Spanish 2	Reg	90	90	3.5	3.5
	PE Athletics	Reg	100	100	4.0	4.0
	Art 1	Reg	96	92	4.0	3.5
	Med Terms	Reg	95	91	4.0	3.5

The chart shows grades from a sample student at the end of grade 10. At this point…

- The student's **Initial GPA** would be the average of all the grade points (in the last two columns).
  Total: 139
  Number of grades: 34
  Initial GPA = 139/34 = 4.088

- The student's *preliminary* **Class Rank GPA** would include only those scores highlighted in yellow.
  Total: 83.5
  Number of grades: 20
  Class Rank GPA (so far) = 83.5/20 = 4.175

What about rank?
A student's class rank can only be determined by comparing his/her GPA to those of all of the other students in the grade level.

Transcript Revision

A student requesting a revision of their transcript will submit in writing the request to their Academic Counselor. The request will state the error they want reviewed. The Academic Counselor will review the issue presented by the student. If an error is found it will be reviewed by an additional Academic Counselor for verification and then corrected. If no error is found by the counselors the transcript will be left unchanged. If the student wants to pursue the issue further they will be referred to the Director of Social Emotional Services.

GRADUATION HONORS

HONOR GRADUATES

Students in good standing with a final GPA of 4.0 or above are considered “honor graduates” and receive special recognition during graduation. As determined by the final Class Rank GPA, the ten highest-ranking students (or “top ten”) will also be honored during the graduation ceremony.

VALEDICTORIAN & SALUTATORIAN

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest class rank GPA, respectively. To be eligible for such recognition, a student must have been enrolled in the same high school in the District at the end of his or her junior year and for his or her entire senior year immediately preceding graduation. A student graduating in less than eight semesters shall not be eligible for valedictorian or salutatorian; however, if his or her class rank GPA qualifies, the student may be eligible to be recognized as an honor graduate.

The first Monday in May during the last grading period of each year shall be designated as the day for releasing information on the valedictorian and salutatorian.

In the event two or more students have an identical class rank GPA, the District shall apply the following “tie breaker” method when necessary to determine recognitions, such as valedictorian or salutatorian, top ten graduates, or the students who may qualify for automatic admission into state universities. To break a tie in class rank between students:

- Identify any common advanced courses taken by the students at the same campus. (Common courses are not limited to those included in the class rank GPA.)
- Total the semester grades for the common advanced courses.
- To break any tie, the student with the highest total shall be ranked the highest, and the student with the lowest total shall be ranked the lowest.

When used to break a tie to determine the valedictorian, the student with the largest total based on common advanced courses shall be the valedictorian. The student with the second-highest total shall be the salutatorian. If two students tie with the highest total, co-valedictorians shall be named, but no salutatorian shall be recognized.

EARLY GRADUATES

Some students complete their graduation requirements before the spring semester of their senior year (such as in December at mid-term). These students are not eligible to be valedictorian or salutatorian. However, early graduates are eligible to be recognized as honor graduates (if the student’s GPA is 4.0 or above). Also, early graduates ranked in the top 10% of their class are still entitled to automatic college admission (described below).

AUTOMATIC COLLEGE ADMISSION

In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a state college or university as an undergraduate student if the applicant earned a grade point average in the top 10 percent of the student's high school graduating class, or the top 6 percent* of eligible freshman applicants for admission to the University of Texas at Austin. (*Note: The percentage admitted to UT can change from year to year.)

To qualify for automatic admission, in addition to being in the top 10 percent, an applicant must have earned the distinguished level of achievement under the Foundation High School Program (see page 5); or satisfied certain score requirements on the ACT or SAT assessments.

For more detailed information, visit the "Automatic College Admission" page on TEA's website.

ADVANCED ACADEMICS

In grades 9-10, students can take core academic classes that focus on the skills needed to be successful in college. These college-prep courses are designated as “honors” classes.

In grades 11-12, students can take courses to earn college credit while still in high school. Specifically, WFISD offers courses through dual credit, Advanced Placement (AP), and the International Baccalaureate (IB) Diploma Program (DP).

Program	Dual Credit	AP	IB DP
Type	Partnership between WFISD and Vernon College or Midwestern State University	Assessment program managed by the College Board apcentral.collegeboard.org/	Diploma program developed by the International Baccalaureate Organization, www.ibo.org
Cost	WFISD subsidizes the cost of dual-credit courses so that students pay at most $125 for each 3-hour (semester) course. **Need-based scholarships are available.*	WFISD subsidizes the cost of AP exams so that students pay at most $40 per exam. (There is no charge for students who qualify for free/ reduced lunch.)	WFISD subsidizes the cost of IB DP exams so that students pay only $40 toward IB fees. (There is no charge for students who qualify for free/ reduced lunch.)
Course	College courses	High school courses	
Teacher	College professor	High school teacher (with completed subject-area training)	
Credit	Completing the college course grants high school credit, too.	Students can take an exam at the end of the year. Passing scores can potentially earn college credit.	
Acceptance	Dual college credit will transfer to any other state public college or university. In Texas, public institutions of higher education are required by law to accept courses in transfer from other state public colleges as credit for either a core course or an elective.	Postsecondary institutions accept AP and IB exam scores as college credit if the student meets certain score requirements established by the institution. For example, Texas colleges will award credit for an AP exam score of 3, 4, or 5. However, the amount of credit--and the course for which credit is awarded--is determined by each individual college or university. For more information, check the colleges’ websites.	

Private and out-of-state colleges have different policies for accepting credit from a public Texas institution, as well as for accepting AP and IB scores. For questions about the credit policies for a specific private/out-of-state college, contact the school’s registrar or admissions office or visit their individual websites.

TSI (TEXAS SUCCESS INITIATIVE) & COLLEGE READINESS

Before taking any college credit-bearing course (dual, AP, IB DP), students must first achieve “college readiness” by passing the TSI assessment (abbreviated TSIA, or TSIA2).

During the spring semester (January), the Wichita Falls ISD offers the TSI assessment to students in grade 10 who have expressed interest in taking college-credit courses (dual credit, AP, IB DP) during the following year (grade 11). The TSIA is free to students at this time. Students must pass this TSI assessment before enrolling in advanced courses in grade 11 (dual credit, AP, IB DP). Repeat attempts to pass may have to be done outside of school and may carry a cost. For more information, contact your school’s College & Career Advisor.

COURSES AND SCHEDULING

In the spring of each year, counselors begin working with students to select courses for the following school year. These course selections are used to determine enrollment numbers and develop master schedules for the high schools. Once the school year begins and students are placed in their selected classes, students must remain in their selected classes for a minimum of one semester. Changes to a student's schedule will be made only when scheduling errors are evident or when classes must be adjusted for administrative purposes.

A list of courses offered in WFISD can be found on the District website. Use the link below, and see "Key Resources."
https://www.wfisd.net/departments/curriculum-instruction/graduation

DROPPING CLASSES

A student who withdraws from a class after the 9th week will receive an F in the course.

Grade in Advanced Course at the Time the Course is Dropped	Adjusted Grade to be Recorded by the Receiving Teacher of the Regular Course
90–94	95
85–89	90
80–84	85
77–79	80
75–76	77
72–74	75
70–71	72
60–69	70
0–59	60

A student may be changed from one level of a subject to another (such as from an honors/advanced class to a regular class) at any time except during the last six weeks of each semester.

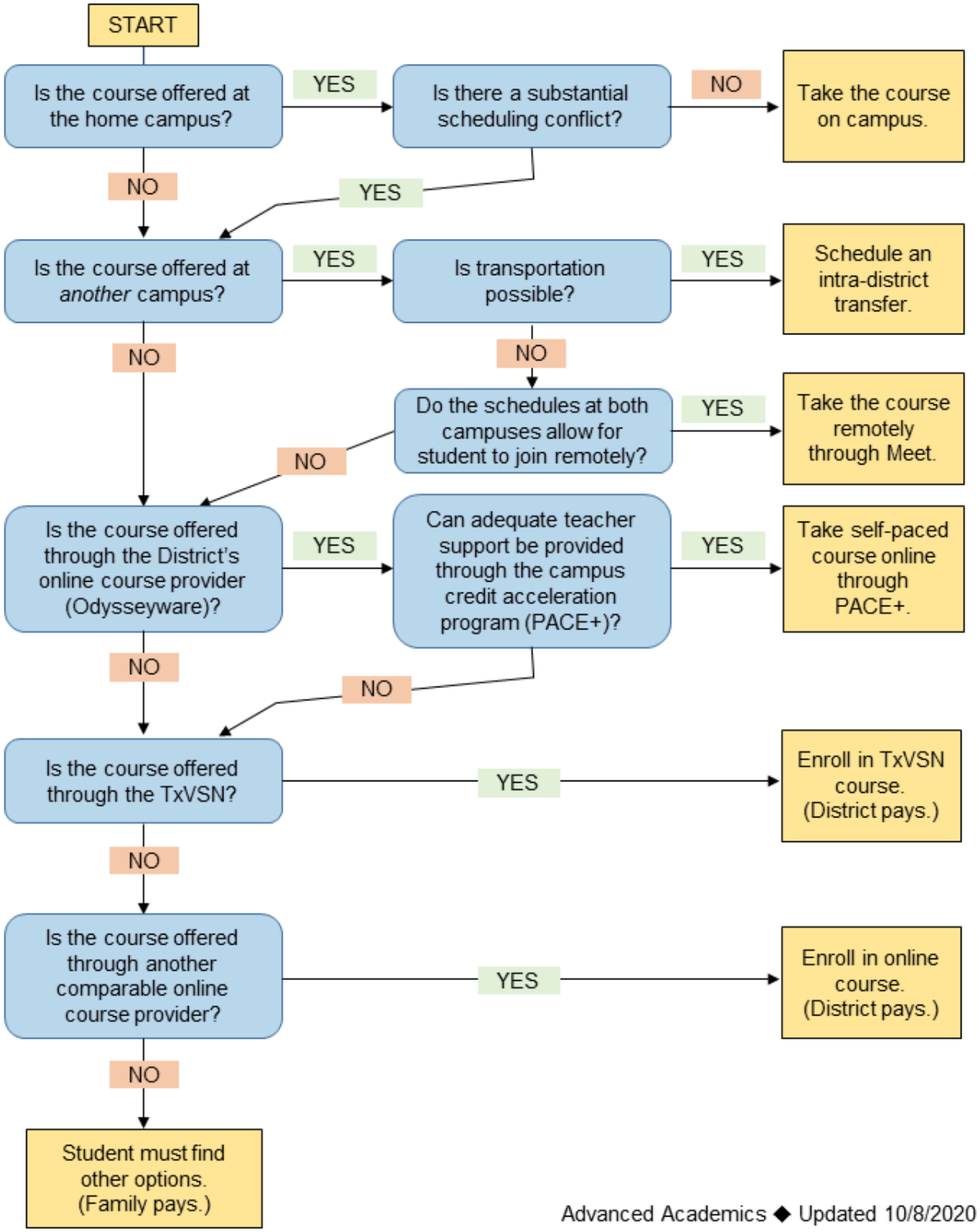
In doing so, the student will receive Regular grade points for the semester. To compensate for the reduction in grade points, the receiving teacher in the Regular course will adjust the incoming student's grades according to the table shown here.

TAKING COURSES ONLINE OR "OFF-CAMPUS"

In some special cases, a student may need to enroll in a course at another campus. Typically, this is limited to situations involving substantial scheduling conflicts that jeopardize whether a student can meet graduation requirements. Or, a student who has enrolled from another district may need to take a special course --not offered by WFISD-- to complete a certain program or to meet graduation requirements.

In such circumstances, the flowchart on the following page can be used to guide decisions regarding whether a course can be taken remotely, online, or through an outside course provider. For more information, contact your academic counselor.

Consider the course for which there is a lack of availability.



(Use this flowchart to consider online/off-campus options when a course is not available.)

FULL-TIME STUDENTS (vs. "PART-TIME")

To be considered "full-time," students in high school must have a full schedule of 8 class periods, which combine for at least 6 credited courses. Certain courses may reduce the number of credits a student is taking at any given time. For example, working as an aide in the library or office does NOT count as a credited course. In addition, because of travel time, courses at the Career Education Center may only award 2 credits within a three-period time-slot.

As students approach their senior year of high school, they may find that they do not necessarily need a full course load to complete their graduation requirements. In these situations, a 12th grade student may request for a late arrival period or an early release period. However, students are still required to take at least 6 credited courses to maintain "full-time" status.

In some extreme cases, a student's life outside of school may limit the amount of time and the number of courses that can be taken during a school day. Under such hardships, a 12th grade student may request to be placed on "part-time" status (and take fewer than 6 credited courses). This request must be reviewed and approved by a District-level administrator.

FOREIGN EXCHANGE STUDENTS

WFISD accepts foreign exchange students. When enrolling in high school, foreign exchange students are placed as 11th graders for their year in the USA. In some cases, an exchange student may be placed in courses predominantly designed for 10th or 12th grade students. Counselors may consider the age-appropriateness, student ability, and home country requirements when making course placements. However, foreign exchange students are not allowed to enroll as seniors (12th graders), and they will not receive a Texas high school diploma upon the completion of their year in WFISD.

GRADE LEVELS / CLASSES

In grades 9-12, in most cases, a student's grade level is determined simply by the number of academic years the student has been in high school. (The first year is 9th grade, or freshman class. The second year is 10th grade, or sophomore class. The third year is 11th grade, or junior class. The fourth year is 12th grade, or senior class.)

For purposes of UIL eligibility, students must also earn a minimum number of credits during each academic year. To be eligible during the first six weeks of school, students entering 10th grade must have 5 credits; students entering 11th grade must have 10 credits; and students entering 12th grade must have 15 credits.

For the purposes of "at-risk" designations, students who fall behind in credits may remain in the same grade level for more than one academic year. Specifically, a student in the second or third year of high school with less than 5 credits may still be classified as a 9th grader (freshman). A student in the third or fourth year of high school with less than 10 credits may still be classified as a 10th grader (sophomore). And a student in the fourth year of high school with less than 15 credits may still be classified as an 11th grader or even as a 10th grader (with less than 10 credits).

In some circumstances, students seeking early graduation may advance more quickly in grade levels. In such cases, when a plan to graduate early has been filed, a student in the third year of high school may be reclassified as a 12th grader (senior) if the student: A) has completed all outside-of-school coursework for advancement, and B) has earned 20 or more credits.

ENDORSEMENTS

An endorsement consists of a sequence of courses that are grouped together by interest or occupational skill. They provide students with in-depth knowledge of a subject area or a high-wage, high-skill, and in-demand occupation. To earn an endorsement in high school, students must meet the criteria for the Foundation High School Program (see page 4), along with an additional credit in mathematics and another credit in science, plus the additional requirements listed below.

Endorsement: STEM (SCIENCE, TECHNOLOGY, ENGINEERING, MATH)

For a STEM endorsement, students must have credit for Algebra II, Chemistry, and a physics course, and one of these options.

- **Math.** Complete 5 total math credits.
- **Science.** Complete 5 total science credits.
- **CTE.** Complete a coherent sequence of 4 courses in Engineering/Robotics.

Endorsement: ARTS & HUMANITIES

There are several options for an endorsement in Arts & Humanities.

- **Music.** Complete 4 total credits in instrumental or choral music.
- **Theater.** Complete 4 total credits in theater arts.
- **Art.** Complete 4 total credits in visual art.
- **Social Studies.** Complete 5 total credits in social studies.
- **LOTE.** Complete 4 credits in the same language other than English.

Endorsement: MULTIDISCIPLINARY

There are several options for an endorsement in multidisciplinary studies.

- **4-by-4.** Complete credits in each core area: English, math, science, and social studies.
- **Advanced.** Complete 4 total credits in AP, IB, or dual credit courses.
- **CTE.** Complete 4 advanced CTE courses that may not be in a coherent sequence.

Endorsement: BUSINESS & INDUSTRY

There are several tracks for an endorsement in Business & Industry, each of which requires a coherent sequence of 4 courses.

- Agriculture
- Architecture & Construction
- Arts, Audio/Video, and Communication
- Business Management and Administration
- Information Technology
- Hospitality & Tourism
- Manufacturing
- Transportation
- Journalism

Endorsement: PUBLIC SERVICE

There are several tracks for an endorsement in Public Service, each of which requires a coherent sequence of 4 courses.

- Health Science
- Cosmetology
- Law Enforcement
- Mental Health
- Education & Training
- JROTC

For more information about course sequences in the career programs, visit the CTE section of the *High School Course List* document, found on the WFISD website.