

Hutto ISD Grading and Reporting Handbook

2026-2027



Hutto ISD Grading and Reporting Handbook

Hutto ISD

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Grading and Reporting Handbook Acknowledgment

Employee Acknowledgment Form

[Hutto ISD Board Policy EIA \(LOCAL\)](#) mandates that the Superintendent or designee shall ensure that each campus or instructional leader develops guidelines for teachers to follow in determining grades for students.

The guidelines shall ensure that grading reflects a student's relative mastery of the objective of the Texas Essential Knowledge and Skills (TEKS) and that a sufficient number of grades are recorded to support the assigned grade average. Guidelines for grading shall be clearly communicated to students and parents.

The Hutto ISD School Grading and Reporting Handbook is written to provide direction and equity in the evaluation and communication of student academic performance.

The information and policies in the Handbook are subject to change, and I acknowledge that revisions may occur. All changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing guidelines.

Only the Superintendent or the Superintendent's designee has the ability to adopt any revisions to the information in the Handbook.

I understand that I should consult my principal regarding any questions I have regarding the Grading and Reporting Handbook. I further understand that it is my professional responsibility to read and comply with the policies and guidelines contained in the Hutto ISD Grading and Reporting Handbook, as well as any revisions to it during the academic year.

Please sign this form and give it to your campus principal.

Employee Signature

Date

Employee PRINTED Name

Campus

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Vision

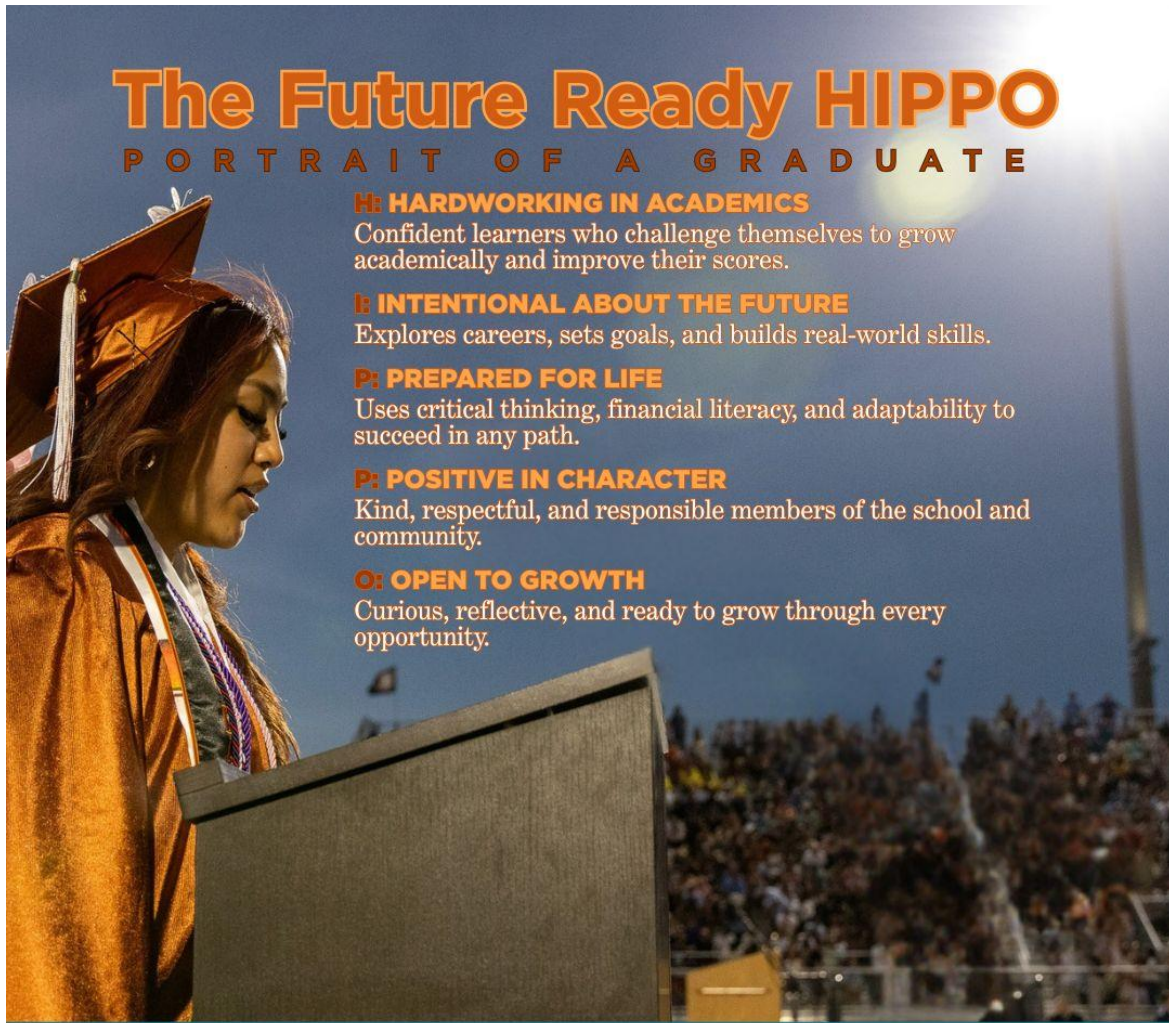
Inspiring Excellence

Mission

Hippo Nation inspires all students to achieve excellence in academics, character, and community.

Portrait of a Graduate:

Hutto ISD creates the Future Ready HIPPO-



The Future Ready HIPPO
P O R T R A I T O F A G R A D U A T E

- H: HARDWORKING IN ACADEMICS**
Confident learners who challenge themselves to grow academically and improve their scores.
- I: INTENTIONAL ABOUT THE FUTURE**
Explores careers, sets goals, and builds real-world skills.
- P: PREPARED FOR LIFE**
Uses critical thinking, financial literacy, and adaptability to succeed in any path.
- P: POSITIVE IN CHARACTER**
Kind, respectful, and responsible members of the school and community.
- O: OPEN TO GROWTH**
Curious, reflective, and ready to grow through every opportunity.

>>> www.hipponation.org/futureready



Hutto ISD Grading and Reporting Handbook

Foreword

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

Grading is the process by which teachers assess students' learning and progress toward mastery of the Texas Essential Knowledge and Skills (TEKS). **Reporting** is the process through which teachers communicate students' progress and mastery of taught content and skills to parents/guardians using the electronic gradebook and parent conferences.

A nine-week and semester grade on a report card should represent the level of mastery a student has achieved in relation to the learning objectives found in the Texas Essential Knowledge and Skills (TEKS).

This handbook will be reviewed annually, and adjustments will be made as necessary.

General Information

Courses of Study

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

Absences

Students must be in attendance for at least 90 percent of the days the school is in session to receive credit for the school year. If students do not meet this requirement, only a principal or an official attendance committee may consider grade-level advancement. ([El Legal](#))

Grading Periods

The grading schedule consists of four nine-week grading periods for both elementary and secondary campuses.

Grading

Grading Philosophy

- All grading practices should promote learning, achievement, and academic growth in a climate of encouragement and high expectations.
- All learning experiences, written assignments, and assessments should be designed to provide challenge, growth, feedback for improvement, and opportunities to correct mistakes.
- Clear and timely communication with parents regarding student progress is essential in all schools.
- Grades should be seen as a tool to foster academic growth, not a means of punishment.
- All Hutto ISD campuses should have school-wide intervention plans in place to assist students who are not passing all subjects or classes at the earliest sign of need.

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Confidentiality Statement Regarding Student Grades

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

Information pertaining to student performance—including grades, test results, and disciplinary records—is confidential educational records.

Grading Guidelines

1. Grading practices and procedures used by teachers to calculate grades must be in writing and shared with students and parents upon entry to the class.
2. All grading practices must align with school board policies as well as campus handbook and addendum requirements.
3. Teacher grade books are auditable documents and are maintained digitally by network services. Teachers are to maintain students' grades and progress on the District's electronic grade book program.
4. Teachers will update grades by the Friday following the week in which the assignment was due. All grades must be entered by the end of the grading period. Exceptions to this timeline may be made for major projects or research papers with approval from campus administration.
5. Reporting period grades (report card) may be changed after printing when the grade issued by the teacher is arbitrary or inconsistent with district grading policy or guidelines (which also includes clearing an incomplete grade or replacing a grade).
6. To give students every possible opportunity to demonstrate mastery of the curriculum for the grading period, teachers will continue to provide new assignments for a grade until at least 3 days before the end of the grading period.
7. The Learning Management System (LMS) is not the official gradebook. Official grades will be recorded in the Skyward Gradebook/Family Access and may include grades from the LMS.
8. All recorded grades are to be the actual grades the student earned. There is no minimum grade. ([EIA Legal & SB 2033](#))
9. Missing Assignments: To maintain accurate records, a **"1" must be entered for any assignment that has not been turned in or is missing, regardless of the reason.** This consistent practice supports accurate progress monitoring and helps identify students who may need academic or behavioral interventions through the [MTSS](#) process. If a student has been officially exempted from an assignment (excluding the semester exam), the teacher should **enter a zero and select "no count"** in the gradebook. This ensures the assignment does not impact the student's average while still documenting the exemption.
10. Students may not receive participation grades without demonstrating mastery of the objective standards, district curriculum, or modified curriculum, as documented in an IEP. In addition, students are not to be penalized academically for not bringing classroom supplies or for arriving late to class.
11. Students qualifying for special education services must be graded using all modifications and accommodations as specified in the student's IEP.
12. Teachers are encouraged to provide written feedback on graded assignments regarding how a student can improve their academic performance.
13. Student grades are subject to the confidentiality requirements outlined in the Family Educational Rights and Privacy Act (FERPA) and the Hutto ISD Information Policy. Grades cannot be posted publicly, even by student ID number.

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Grading in Special Programs

Dual Language and English as a Second Language (ESL) Programs

It is expected in Hutto ISD that teachers provide Emergent Bilingual students (EBs) with appropriate, accelerated instruction to meet their individualized language needs. In evaluating the progress of Emergent Bilingual(EB) students, teachers must recognize the critical processes and features of second-language acquisition, including cognitive, affective, and linguistic aspects. Teachers must provide appropriate instruction to enable EB students to meet grade-level expectations aligned with each student's level of English proficiency.

EB students' grades need to reflect their linguistic and instructional accommodations determined by the Language Proficiency Assessment Committee (LPAC). EB students should not have failing grades due to their inability to speak, read, comprehend, or write in English. Teachers should be aware of their students' individual levels of English language proficiency and appropriate accommodations. EB students are not exempt from grades and should receive a grade based on the state's TEKS in all subjects for each grading period.

Dual Language Program

As with all students, those in the dual language program are expected to master the Texas Essential Knowledge and Skills (TEKS) appropriate for their grade level.

Grade Level	Language and Grading Allocation (Spanish/English)	Program	Language of Instruction
PK	90/10	1-way (Only students identified as Emergent Bilingual)	Spanish Math/Science/ Literacy Centers/ Social Studies/SLAR/Literacy Centers English ELD/ELAR
Kinder-5th	50/50	2-way (Emergent Bilingual and "opt-in" students desiring to learn Spanish)	English Math/ELAR/Science/ Literacy Centers Spanish Social Studies/ SLAR/Literacy Centers

Gifted & Talented Program

Students participating in the Hutto ISD Gifted and Talented program must be provided with assignments that involve more depth and complexity of thought, not just additional work or more assignments at the same level as peers. For more information about Hutto ISD's Gifted & Talented and Advanced Academic Services, please visit <https://www.hipponation.org/gt>

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Requirement to take an AP Exam:

It is a district expectation that if you sit for an AP course, you will take the associated exam. The amount will be added to your account at the end of the first nine-week grading period based on your district-recorded economic status.

Special Education Program

Students who receive special education services are expected to follow the TEKS as the basis for their educational program. The Admission, Review, and Dismissal Committee (ARD) may recommend changes in standard curricular expectations, content modifications, accommodations, and grading guidelines. Any variations in the District grading procedures should be related to the student's specific disability, shall be determined by the ARD committee, and included in the student's individual education plan (IEP).

Teachers shall provide all modifications and accommodations outlined in a student's IEP. Grades for students served through special education must be based on performance that demonstrates mastery of the TEKS, using ARD-recommended accommodations and/or modifications. Special education students' grades may be reported by the general education teacher, the special education teacher, or both, as determined by the ARD. Joint or dual grading is an option that must be stated and followed per the student's IEP.

504

Teachers shall provide all accommodations outlined in a student's 504 Plan.

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Grading Symbols

Pre-K: The Hutto ISD Pre-K grading rubric should align with the Pre-K guidelines.

Prekindergarten - Academic Grading Scale

Symbol	Hutto ISD Standard
4	Goes beyond the targeted Pre-K expectation
3	Demonstrates the outcome consistently and independently
2	Demonstrates the outcome with teacher assistance and support from peers
1	Does not demonstrate the targeted expectation

Grades K-2: In grades K-2, Hutto ISD uses a standards-based grading system that evaluates students' progress towards mastering specific learning targets aligned to the Texas Essential Knowledge and Skills (TEKS).

Kindergarten - Grade 2 Academic Grading Scale

Symbol	Hutto ISD Standard
4	Demonstrates mastery of skills for grade level
3	Demonstrates adequate progress
2	Making minimal progress
1	Does not demonstrate skill
*NE	Not Evaluated

Grades 3-12 Academic Grading Scale

Symbol	Hutto ISD Standard
A	Grades from 90 to 100
B	Grades from 80 to 89
C	Grades from 70 to 79
F (Failing)	Grades 69 and below
NG	No grade: If a student has not been enrolled in school for a sufficient length of time or due to other extenuating circumstances
P/F	Passing/ Fail Auditing, Credit Recovery
I	Incomplete

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Note: Students are not to receive an Incomplete in the last grading period of the school year

Elementary Grades K-5 Enrichment Grading Scale

Specials

E	Excellent	Achievement indicates mastery of grade-level content above that normally expected of a student at the same instructional level
S	Satisfactory	Achievement indicates mastery of grade-level content normally expected for the student's instructional level
N	Needs Improvement	Achievement indicates that the student does not yet meet expectations for mastery of grade-level content in one or more areas. (The teacher must include a comment that best describes the area of concern.) -More Development Needed
U	Unsatisfactory	Achievement indicates failure to perform at the expected instructional level. (The teacher must include a comment that best describes the area of concern.)

Types of Assignments/Grades

Hutto ISD report cards (Grades K-12) are to reflect each student's individual growth and acquisition of the TEKS through the following types of assignments and assessments:

- **Homework-** Assignments completed outside of the instructional time (**may not be counted for a grade in elementary school**). Secondary schools may assign only unfinished classwork outside the regular class period. This restriction does not apply to advanced middle school mathematics, Honors/AP, or Dual Credit courses.
- **Daily Assignments-**Anything completed inside of the instructional period. Including, but not limited to: Lesson Activities, Formative Assessments, Journal Entries/Reflections, Warm Ups, STAAR/EOC Prep, Labs, Notes, Skill Demonstrations, Station Work, Small Group Work, and others as approved by campus administration.
- **Assessments-**Formative Assessments, Summative Assessments, Projects, Labs, Performances/Participation, Research Papers, Notebooks, Essay, others as approved by campus administration.

Running records and Universal Screeners, including, but not limited to, NWEA MAP, may not be used for a grade.

Grades reflect mastery of content and should not be recorded on skills that have not been previously taught/introduced. ELA/SLA must reflect these four components: reading, writing, spelling, and grammar.

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Homework

The purpose of homework is to promote high-quality student learning and achievement. Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning, reinforce TEKS taught in the classroom, and provide practice in specific skills. The district provides homework parameters for campuses based on current research and allows each campus to develop and provide, in writing, a Campus Homework Policy to parents that is consistent with current research. When assigning homework, teachers will ensure that students are provided with sufficient information and direction to complete the homework assignment independently, and that the assignment is not excessive for its intended purpose. In addition, homework is not to be assigned as a discipline consequence. Homework is not counted for a grade in elementary school. Teachers in grades 6-12 may include unfinished classwork completed outside the regular class period as a daily assignment grade. This restriction does not apply to advanced middle school mathematics, AP, or Dual Credit courses.

Semester Exams

Semester exams/culminating activities will be created by the campus or department and shall be administered at the end of each semester in December and May. These summative exams shall be aligned across the department/course (including 8th-grade algebra). Semester exams count as 15% of the total grade in grades 6-12 for high school credit courses only. Students who fail the semester exam cannot retake the exam. Semester exams are exempt from the retesting or redoing failed assessment policy.

Grade Calculations

Elementary Grading Percentages

(K-2nd)

Teachers of grades K-2 use standards-based report cards. While K-2 teachers do not enter numerical grades in Skyward throughout the nine weeks, they are expected to grade and assess student work. K-2 teachers use a locally determined system for maintaining documentation and justification for the 1-4 score given to individual students at the end of the nine weeks.

K-2 teachers should use a variety of formative and summative assessments along with observational data to determine a student's progress as indicated by the K-2 grading scale.

(3rd-5th)

For grades 3-12, each grading period's final grade includes an average of the following: the daily assignments, formative assessments, and a minimum of two summative assessments. Project grades may also be included. All daily and test grades are averaged equally to determine a nine-week average.

Secondary Grading Percentages:

All daily and test grades are averaged together for a nine-week average. Each nine-week grade is added and divided by 2. The average is multiplied by 85%, and the total is added to the student's semester/final exam grade, which is then multiplied by 15%. The yearly grade is calculated by adding the two semester grades together and dividing by two.

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Example:

1st nine weeks: 90	4th nine weeks: 81
2nd nine weeks: 83	5th nine weeks: 89
Semester Exam: 87	Final Exam: 85
$90+83 = 173$	$81+89 = 170$
$173/2 = 86.5$	$170/2 = 85$
$86.5 \times 85\% = 73.53$	$85 \times 85\% = 72.25$
$87 \times 15\% = 13.05$	$85 \times 15\% = 12.75$
1st Semester Average = 87	2nd Semester Average = 85
Final year average: $(87+85)/2 = 86$	

Each department has an agreed-upon percentage weight for each of the nine weeks. Below is each department's breakdown of how the nine-week grades are calculated. If the course includes a final or semester exam, that exam will count for 15% of the semester grade.

Hutto ISD Middle School Grading Percentages

All Courses (except PE)

- Homework/Daily: 60%
- Assessments: 40%

PE:

- Participation: 80%
- Daily/Skills: 20%

Elective Courses for High School Credit taken in middle school that count for High School Credit

- 50% Homework/Daily
- 50% Assessment

All Honors Courses (Advanced)

- Homework/Daily: 40%
- Assessments: 60%

Core Courses taken in middle school that count for High School Credit

- Homework/Daily: 40%
- Assessments: 60%

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Hutto ISD High School Grading Percentages

All Courses (except PE, Honor/AP)

- Homework/Daily: 50%
- Assessments: 50%

Honors/AP

- Homework/Daily: 40%
- Assessments: 60%

PE:

- Participation: 80%
- Daily/Skills: 20%

Grade Conversions for Student Transfers from Out-of-District or Dual Credit Courses

Transfer Grade	HISD Grade	Transfer Grade	HISD Grade	Transfer Grade	HISD Grade
A+	98	A	95	A-	92
B+	88	B	85	B-	82
C+	79	C	77	C-	75
D+	74	D	72	D-	70
F	60	0	0		

Class Rank/Highest Ranking Student (Secondary Grade Levels Only)

[For information, see [Hutto ISD GPA Calculating the GPA One-Pager](#), [Board Policy EIC](#), & [Admin Reg for GPA & Class Rank](#).]

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Minimum Number of Grades to be Taken

A minimum number of daily and assessment grades will be established for each grading period. Individual daily grades or assessment grades should not be recorded multiple times to meet the required minimum number of grades to be taken. Minimum number of grades to be recorded per grading period:

Elementary (Grades 3-5):

Teachers are expected to record at least one grade per week at the elementary level (3-5) in each **content area** and a minimum of two major grades per grading period in RLA, Math, and Science. The first week of school, district-wide assessments, and state testing weeks are allowable exceptions to be determined by campus administrators.

Science: 9 grades minimum (expected at least one per week)

Social Studies: 9 grades minimum (expected at least one per week)

Math: 9 grades minimum (expected at least one grade per week)

Reading/Language Arts: 9 grades minimum (expected at least one per week).

Secondary (Grades 6-12):

All subjects: A minimum of 18 daily and 3 major grades per nine weeks (one each 3 weeks) for **each content area**. **At least two grades should be entered in the gradebook each week.** The first week of school, district-wide assessments, and state testing weeks are allowable exceptions.

The minimum grade requirements do not apply to students enrolled in dual-credit courses, which are governed by the cooperating institution of higher education.

Course Credit

A student in grades 6-12 enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged, and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Opportunities to Improve Performance

Intervention for Students Who are Failing

- Each campus will develop school-wide intervention plans for students who are not demonstrating academic success at the earliest sign of need.
- Campuses should have intervention plans that include teaching responsibility and organizational skills to students who are failing because they are not turning in assignments or submitting work late.
- Parent conferences and/or documented phone conferences should be held by the teacher of record when a student's academic progress (grade) is failing at progress report and/or at the end of each grading period. ***Reach out at the first sign of failure.***

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Reteaching

All students will be given re-teaching opportunities at the earliest sign of need. Reteaching can be done in various ways during class time or through tutorial sessions arranged at the teacher's discretion.

Reteaching shall be defined as the presentation of content again, usually to provide an additional opportunity for a student to learn. If the student still does not understand the concept, the teacher might use different materials or modalities to present the concept again.

If instructional efforts are unsuccessful, further diagnosis of a student's needs using universal screeners and student performance data over time may be needed to intervene through the Multi-Tiered Systems of Support (MTSS) Process.

The teacher will provide reteaching and retesting during class time if 20% or more students in a class fail to demonstrate mastery of the TEKS on a summative assessment (below 70).

Retesting or Redoing Failed Assessments

Elementary: The student may be required to correct or rework unsatisfactory assignments. The grade earned may replace the original grade.

Middle School: Students who do not demonstrate mastery will be provided an opportunity for reteaching and reassessment. The higher of the two grades will be recorded. For students who earn a score between **70 and 89**, reassessment may be offered at the teacher's discretion.

High School: If below 70, students have the opportunity to retest if they meet the requirements, with a maximum score of 70. The higher of the two attempts will be recorded, with a maximum score of 70.

Reteaching to ensure that students master the material may include but shall not be limited to the following ([EIA Local](#)):

1. The teacher may require the student to attend a tutorial program or remedial classes. Co-curricular or extracurricular activities shall not conflict with the requirement to attend them. Collaboration and cooperation between teachers and sponsors should be in the student's best interests.
2. The teacher should work with small groups during class time while other students work independently.
3. If the above conditions are met, the student may retest within one week of receiving the initial grade.

Senate Bill 2033 states that a district's grading policy "may allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade." Students receiving a failing grade will be required (at minimum) to meet with the teacher regarding performance and to discuss recommendations for remediation within one calendar week of the failing grade, or at the end of the grading period, whichever is sooner.

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At this time, the teacher will provide the student a reasonable opportunity to redo a class assignment or examination in accordance with the district-approved grading policy. Major examinations and projects should be completed no later than five days prior to the end of the nine weeks, thus allowing students a reasonable opportunity to redo or make up failing assignments.

Retesting-Academic Courses and HONORS/AP Courses

Honors/AP courses do allow for retesting and test corrections, but students are expected to be prepared for every test. Retesting and/or test corrections must be done within one week of the assessment date. Semester final exams are not subject to retesting. The process is up to the individual teacher on the required format for retesting and/or test corrections; please refer to their individual syllabi for specifics.

Recovery of Daily Assignments/Homework-Academic Courses and HONORS/AP Courses

If a student has originally submitted a “Good faith effort” attempt at an assignment, students will be given 3 school days for academic courses and 1 school day for HONORS/AP courses from the time grades are posted on Family/Student Access to recover a daily/homework failing grade (69 or below).

Recovery assignment grades will be awarded according to individual course criteria. The teachers shall choose one of the following methods for the student to demonstrate mastery:

- Providing an alternative assignment
- Allowing for corrections to the assignment
- Allowing the student to redo the original assignment

It is the teacher's responsibility to communicate their recovery methods to the student and parent in the course syllabus, which can be shared via the teacher's Canvas course, website, email, or direct communication. Teachers will update grades by the Friday following the week in which the assignment was due. All grades must be entered by the end of the grading period. It is the student's responsibility to seek the opportunity to recover upon notification of a failing grade. It is the teacher's responsibility to ensure that grades are updated in accordance with campus policy. Failing grades not recovered within 3 days will be recorded as the final grade earned.

Make-Up Work for Absences

Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time, unless prior approval is given by the principal or designee. Students will be given one day to make up work for each day they are absent (excused or unexcused), with exceptions for severe or prolonged illness. Students will not receive a grade penalty for makeup work due to a suspension absence. Zeroes cannot be assigned until the late work policy has been utilized.

Late Work

Late Work Policy - Academic Courses

An assignment is considered late if it is not submitted on the due date. A maximum score of 70 can be earned on a late assignment if it is received within three school days of the original due date, is completed with a good-faith attempt, and is 100% complete.

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Students who do not turn in work within the 3-day period may be assigned additional interventions, including recovery labs, tutoring, etc. Work completed at this time will receive a grade no higher than 70.

When a student submits an assignment late, they forfeit the opportunity to redo it. Students who have an excused absence on the day an assignment/assessment is due or administered must turn in the assignment or complete the assessment within one day of return, or within the number of days equal to the number of days absent.

Late work will not be accepted in AP/Honors courses.

AP Drop/Removal Policy

Course changes for Hutto ISD may be due to changes in graduation plans, failed courses, or revisions to Career & Technical Education Programs of Study. Campus-initiated course changes can occur during the first full week of classes. If students choose to change courses, they can get a removal form signed by their teacher and parent/guardian, then meet with their counselor to discuss. After the first week of classes, changes can only be made through a **Petition for Advanced Course Exit**.

Requesting a Petition for Advanced Course Exit. Exit processes are in place to assist students in making sound course selection decisions. Students and parents must be aware that grades earned in an advanced course carry over to the on-level course and will be included in the student's overall course average. Exit processes are in place to assist students and families in making informed course placement decisions. Requests to exit an Advanced or Honors course must be initiated by the student and parent/guardian and are not teacher-initiated.

Before submitting a petition to exit an Advanced or Honors course, the student must have attended a minimum of three (3) tutorials for the requested course and demonstrated a good-faith effort to utilize available academic supports. Documentation of tutorial attendance may be required as part of the petition process.

Students and parents/guardians should be aware that grades earned in the Advanced or Honors course will transfer to the on-level course and will be included in the student's overall course average. Therefore, a course change does not result in a reset of grades earned prior to the transfer.

Petition for Advanced Course Exit may be requested/submitted twice during the school year:

- Prior to the second progress check at week 6 (to begin an on-level course within the first nine weeks). Requests submitted after the second progress report may not allow sufficient time for a schedule change that enables the student to earn credit in the new course.

~ OR ~

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- The first ten (10) school days of November (to begin an on-level course for the spring semester). For spring-only semester courses, petitions may instead be submitted during the first ten (10) school days of February.

Petitions submitted outside of these designated windows will not be considered except in extenuating circumstances approved by campus administration.

Calendar dates will be posted each year. The petition for exit requires that the student has conferred with their teacher about their performance and has implemented recommendations for improvement. The petition for exit may or may not be granted by the campus. The decision will be based on input from a campus committee to determine the best academic plan for the student. This committee shall consist of the student, parent, teacher, counselor, and/or administrator, and will consider student performance in the course, the availability of space in other courses, and the timing of the request. If a student is removed after November and an exam has been ordered, the student is still responsible for the attached exam fee. **No refunds will be given.**

Petition to Exit Form: [AP/Advanced Course Exit Form](#)

Academic Integrity Statement

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating, copying another student's work, plagiarism, and unauthorized communication between students during an examination.

The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. Incidents of academic dishonesty may result in a disciplinary referral, parental contact, and a zero on the assignment/test/project ([EIA Local](#)). Further consequences might include removal from academic organizations, including, but not limited to, National Honor Society.

Plagiarism includes but is not limited to:

- taking someone else's assignment or portion of an assignment and submitting it as one's own
- submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source
- presenting the work of tutors, parents, siblings, or friends as one's own
- AI-assisted plagiarism** (see section below)

Cheating includes but is not limited to:

- in any way duplicating assignments which are turned in, wholly or in part, as original work
- exchanging and/or providing assignments with/to other students, either handwritten or computer-generated, whether it is believed they will be copied or not
- giving or receiving answers during tests or quizzes (It is the student's responsibility to secure his or her papers so other students will not have the opportunity or the temptation to copy.)

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- accessing a test or quiz for the purpose of determining the questions in advance of its administration
- submitting school-related assignments which include but are not limited to: in-class and homework, projects, tests, quizzes, reports, essays, etc) wholly or in part, as original work using A-I assisted technology** (see section below)

Generative AI Tools:

Generative AI tools must be used ethically, responsibly, and intentionally to support student learning, not to bypass it. Students' use of AI tools must adhere to Hutto ISD and Campus requirements regarding academic integrity, as outlined in student handbooks, codes of conduct, and other such documents.

Students must maintain the highest levels of academic integrity when using AI tools. This includes honesty in how AI-generated work is presented and used within the course's academic frameworks. Hutto ISD does not tolerate plagiarism, regardless of whether the content is generated by the AI or obtained through other means. AI should serve as an educational tool to assist learning and understanding, not as a substitute for critical thinking or personal academic effort. Student work produced with the aid of AI must be original and include proper attribution when AI-generated content is used, with the instructor's approval. Assignments or projects created with the assistance of AI are subject to review with the teacher. Students may be required to explain their work verbally and the extent of AI's role to ensure understanding and original contribution.

Reporting

Progress Reporting

Grade reports (report cards) shall be issued every 9 weeks at all campuses. **Elementary students** receive interim progress reports at the midpoint of each cycle. **Secondary students** receive interim progress reports at both the 3-week and 6-week marks of each cycle. Additional progress reports may be issued at the teacher's discretion. ([EIA Legal](#)/[Local](#))

If a student is failing a course at any 3-week mark, teachers should contact the parent within 72 hours to alert them. Email and interim progress reports alone are insufficient unless the parent has indicated that these are the preferred methods. Follow-up should be done as needed to try and ensure student success.

In addition, any time a student's grades fall below 75% in an academic subject, the teacher must send an electronic progress report home weekly. Teachers are strongly encouraged to communicate personally with the student's parent/guardian, preferably through a parent/teacher conference. This communication must be documented and maintained by the teacher. ([EIA Local](#))

Special Program Reporting

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

Family Access

Hutto ISD provides parents with a way to stay up to date on their child's progress: Hutto ISD Family Access. Family Access is a secure website that allows parents to check grades, monitor attendance, and email

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teachers. Since teachers are required to update student grades weekly, parents always have an updated picture of their child's academic progress. Teachers will update grades weekly, with Principals determining the day of the week grade updates are due.

Parent Communication

The Hutto Independent School District strongly values a parent/guardian's role in a child's education. Through communication, teachers can help parents stay involved. In addition, ongoing communication helps parents stay informed about their child's academic progress. Parent contact or attempts to contact parents by phone, conference, or e-mail should be kept on file by the teacher. Records should include the date, the student's name, the parent's name, the phone number, and notes on the conversation's contents and results. For more information, contact your campus administrator.

Conferences

Parent-teacher conferences give teachers the opportunity to discuss student progress with parents and allow parents to ask questions about their child's learning. While this takes some time and effort, research is clear on the importance of parental involvement to student success. A parent can request a conference at any time.

Conference forms are to be used and signed by both the parent and teacher. The parent is to be provided a copy of the conference form, and the teacher is to keep the original on record. ([EIA Local](#))

The conference should include the following discussion points:

- Review of grades
- Review of assessment data, explanation of the student's results, and student standing (below, at, or above grade level)
- Review of goals for the student (parent and teacher)
- Recommendations for helping the student at home
- Parent questions
- Attendance
- Tardies
- Discipline

If a student is working below grade level, the following should also be addressed:

- Reading universal screener expectations at mid-year and end-of year. Show parents samples of the required reading selections, the student's current level, and discuss the student's areas of difficulty.
- Math universal screeners, district assessments, etc.
- MTSS Process

Elementary Conferences

Fall conferences: At the end of the first 9 weeks, teachers are required to offer parents the opportunity to schedule a conference. Every effort should be made to ensure the parent attends the conference.

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Spring conferences: In the spring, teachers are required to hold a conference with the parents of any student at risk of failing a content area or being retained. These conferences must take place by February. In addition, teachers must offer a conference to the parents of all students they teach. These meetings provide parents with a clear understanding of their child's current academic progress and create an opportunity to partner with the school in supporting the student's path toward achieving grade-level expectations.

Extracurricular Activities, Clubs, and Organizations

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

A student with an incomplete grade is ineligible at the end of the seven-day grace period unless the "incomplete" is replaced with a passing grade prior to the end of the seven-day grace period. Students with "incompletes" past the seven-day grace period remain ineligible until work is made up in accordance with district policy.

Extra work or work turned in after the grading period or evaluation has ended may not be considered when determining eligibility except in the case of an "incomplete"

Waiver for Eligible Exempt Courses for UIL Eligibility

Each year, a student enrolled in a course exempt from No Pass, No Play UIL eligibility requirements under Texas Education Code §33.081 (see Eligible Courses, below) shall automatically receive one eligibility waiver per exempt course, applied the first time the student earns a grade of **59 or below** in that course.

The District will...

- Automatically apply a waiver when an eligible student earns a grade of 59 or below in an exempt course for the first time during the school year.
- A student may receive only one waiver for a nine-week grading period in each exempt course during a school year. (one waiver per course, per year)
- The waiver does not change the student's academic record or course grade.
- Notify parents and students when the waiver has been used.

Any subsequent grade of **59 or below** in the same exempt course during the same school year shall result in extracurricular ineligibility in accordance with Texas Education Code, State Board of Education rules, and UIL eligibility requirements.

Eligible Course List

- 1) All College Board Advanced Placement courses and International Baccalaureate courses in all disciplines;
- 2) **English language arts:** high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)";

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3) **Languages other than English:** high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One),” and languages other than English courses Levels IV-VII;

4) **Mathematics:** high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One)” and Pre-Calculus; advanced middle school math which includes 7th grade honors math and 8th grade Algebra I;

5) **Science:** high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One)”;

6) **Social studies:** Social Studies Advanced Studies, Economics Advanced Studies, and high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One).”

- Dual Credit courses in these same subject areas

If a student is enrolled in a state-approved course that requires demonstration of mastery of essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the performance is not considered extracurricular under 19 TAC § 76.1001.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight Reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

Promotion and Retention

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course. It shall be coordinated with compensatory/accelerated services. ([EIE Local](#))

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. ([Education Code 28.021\(a\)](#)) In determining promotion, the District shall consider:

- The recommendation of the student’s teacher;
- The student’s grade in each subject or course;
- The student’s score on an assessment instrument administered under Education Code [39.023\(a\)](#), (b), or (l); and
- Any other necessary academic information, as determined by the District. Education Code [28.021\(c\)](#)

Standards for Mastery/Promotion

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

- Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.

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- Mastery of the skills necessary for success at the next level shall be validated by assessments that may be incorporated into unit or final examinations or administered separately. Mastery of at least 70 percent of the TEKS shall be required.

Kindergarten

The State of Texas allows individual districts the discretion to establish a policy for retaining students in kindergarten (19 TAC §75.195(j), 1992 Supplement). In Hutto ISD, the retention policy begins in the first grade. If a campus believes retention would benefit a kindergarten student, parental approval must be obtained and documented. If a parent disagrees with retention, the campus is to place the student in first grade and implement a grade placement plan to help ensure the student receives the interventions necessary to be successful.

Grade 1-2

Mastery of the curriculum in grades 1-2 shall be based on the student's progress in the subject areas of English Language Arts and mathematics. In addition to satisfactory performance in these areas, the teacher shall determine that the student has mastered the skills necessary for success at the next level of instruction. (EIE Local)

Grades 3-5

In grades 3-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: Language Arts, mathematics, science, and social studies. (EIE Local)

Grades 6-8

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: Language Arts, mathematics, science, and social studies. ([EIE Local](#))

Students with Disabilities

The ARD committee shall determine promotion standards, appropriate assessments, and acceleration options, as established in individualized education programs (IEPs) or by grade-level classification for students eligible for special education services. Parents of students in grades PK-3 have the right to request that their child be retained. While a retention committee meeting is required to review the request, the final decision rests with the parent—not with the ARD committee.

Emergent Bilingual Students

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

- Assessment in the primary language when feasible for students in the pre-production or early beginning stage of second language acquisition.
- Assessment using Sheltered Instruction/CBLI methodologies, such as linguistic accommodations.

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- Assessment with multiple varied instruments (such as oral responses, audio recording, video, portfolios, and so forth).

Retention

Retaining students ([EIE Legal](#) and [EIE Local](#)) to provide an extra year of instruction so they are better prepared before entering the next grade level is considered a last resort option after other efforts have failed to adequately prepare a student to advance to the next grade level. Most studies have found that retention is associated with lower academic self-concept, lower self-esteem, poorer-quality peer relationships, and more negative attitudes toward school. Students for whom retention is a consideration must have been receiving documented interventions with progress monitoring prior to the recommendation for retention. Additionally, teachers must conference with the parents of students in danger of failing a content area or being retained in February of each year. This gives parents a clear picture of their child's current academic status and an opportunity to work with the school to help the student get back on grade level.

Promotion/Retention Forms

[The Hutto ISD Promotion/Retention Forms](#) are designed to review student data and other pertinent information on student achievement. Campuses are to use these forms to determine whether a student is promoted or retained at a particular grade level. Upon review of a student's promotion/retention/placement criteria, the campus shall refer to the standards for mastery/promotion set forth in this document. Each decision is to be made on a case-by-case basis.

Grade Retention Plan

The [Hutto ISD Retention Plan](#) is an action plan to be completed each time a campus decides to retain a student. This form not only documents the reason for the retention but also provides a framework for campuses to create an individualized plan of action for the following school year, geared to help the student succeed.

Accelerated Instruction

HB 1416 establishes new requirements for accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR®).

For any student who does not pass (approach grade level) on the STAAR assessment in grades 3-8 or the STAAR End-of-Course (EOC) exams, accelerated instruction must include one of the following:

- Assignment to a classroom teacher designated as a certified TIA Master, Exemplary, or Recognized teacher, or
- Participation in supplemental instruction (tutoring) provided before or after school, or embedded within the school day.

In cases where a student does not pass (i.e., does not reach "Approaches Grade Level") the STAAR assessment in **grade 3, 5, or 8**, or the **STAAR EOC in grades 9-12 in math or reading for two consecutive years**, an **Accelerated Education Plan (AEP)** must be developed. The plan must identify the reason(s) for

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the student's unsatisfactory performance and ensure the delivery of **at least 15 or 30 hours** of supplemental instruction each school year.

Student acceleration plans and progress monitoring are documented in Frontline MTSS.