



Grading and Reporting Handbook

Secondary 6-12

2019-2020

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2019-2020 Secondary 6-12 Grade Reporting Calendar

Marking Period	Cut-Off For Schedule Changes	Teacher Grades in TAC	Data Processors Post Grades	Proof Sheets	Available to Parents in Parent Center	Regain or Lose Eligibility	
First Nine Weeks/Quarter Aug. 13 - Oct. 11							
<i>Progress Report 1</i>	Stop: Aug 26, 2019 Restart: Sept 5, 2019	Sept 3, 2019 @ first bell	Sept 4, 2019	N/A	Sept 4, 2019		
<i>Progress Report 2</i>	Stop: Sept 17, 2019 Restart: Sept 26, 2019	Sept 23, 2019	Sept 24, 2019	N/A	Sept 24, 2019	Sept 26, 2019	
<i>Report Card</i>	Schedule changes are NOT to be made after October 11th with the exception of ARDS & Admin changes	Oct 15, 2019 @ EOB	Oct 16, 2019	N/A	Oct 18, 2019	Oct 18, 2019	
Second Nine Weeks/Quarter Oct. 16 - Dec. 20							
<i>Progress Report 1</i>		Nov 4, 2019 @ first bell	Nov 5, 2019	N/A	Nov 5, 2019	Nov 8, 2019	
<i>Progress Report 2</i>		Dec 2, 2019 @ first bell	Dec 3, 2019	N/A	Dec 3, 2019	Dec 9, 2019	
<i>Report Card</i>		Jan 7, 2020 @ EOB*	Jan 8, 2020 & Verifications Sheet	Jan 8, 2020 @ 8:30AM	Jan 10, 2020	Jan 15, 2020	
Third Nine Weeks/Quarter Jan. 8 - Mar. 20							
<i>Progress Report 1</i>	Stop: Jan 24, 2020 Restart: Feb 5, 2020	Jan 27, 2020 @ first bell	Jan 28, 2020	N/A	Jan 28, 2020	Feb 3, 2020	
<i>Progress Report 2</i>	Stop: Feb 18, 2020 Restart: Feb 26, 2020	Feb 24, 2020 @ first bell	Feb 25, 2020	N/A	Feb 25, 2020	Feb 25, 2020	
<i>Report Card</i>	Schedule changes are NOT to be made after Mar 3th with the exception of ARDS & Admin changes	Mar 23, 2020 @ EOB*	Mar 24, 2020	N/A	Mar 27, 2020	Mar 27, 2020	
Fourth Nine Weeks/Quarter Mar. 23 - May 28							
<i>Progress Report 1</i>		Apr 13, 2020 @ first bell	Apr 14, 2020	N/A	Apr 14, 2020	Apr 16, 2020	
<i>Progress Report 2</i>		May 4, 2020 @ first bell	May 5, 2020	N/A	May 5, 2020	May 8, 2020	
<i>Report Card</i>		May 28, 2020 @ EOB*	May 29, 2020 & Verifications Sheet	May 29, 2020 As soon as available	Mailed home	NA	

* = EOB (End of Business) depends on your campus' schedule

**As per the Athletic Department:

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

- From the time the bell rings to dismiss class on Friday November 22th until the bell rings to resume class on Monday, December 2nd
- From the time the bell rings to dismiss class on Friday, December 20th until the bell rings to resume class on Tuesday, January 8th
- From the time the bell rings to dismiss class on Friday March 6th until the bell rings to resume class on Monday March 16th

General Information

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

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

Courses of Study/Advancement

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

Absences

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

Confidentiality Statement Regarding Student Grades

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

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. It is to target specific learning outcomes, reinforce TEKS taught in the classroom, and provide practice in specific skills. Homework is to be reviewed by teachers to assess students' skills and knowledge in order to inform instruction.

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.

Effective Homework Assignments

1. Are curriculum-based and meet the needs of students through differentiation;
2. Are designed to require no additional teaching outside of the classroom;
3. Are clearly articulated and designed so students know what is expected of them before leaving the classroom;
4. Are engaging and relevant to student learning;
5. Do not require resources or technology to which a student may not have access; and
6. Do not require parents/guardians to teach new concepts.

Teacher Responsibilities

1. Ensure students understand and know how to successfully complete assignments.
2. Define work to be completed at home and make sure appropriate resources/materials are readily available.
3. Give instructions to parents/guardians, when appropriate, and explain how they may help students complete the assignment.
4. Consider homework as one part of the total learning process by monitoring, collecting, and providing meaningful feedback to students.
5. Review and grade homework assignments regularly to give students feedback on their learning.
6. Inform students of homework assignments missed due to absences or substitute another activity for the assignment to ensure seamless learning occurs.
7. Do not assign homework/projects over extended holidays within the school year that are due the first day of class students return from the holiday.

Student Responsibilities

1. Understand the homework assignments before leaving school.
2. Take home all necessary materials to complete assignments.
3. Have organized means of keeping and carrying homework to and from school.
4. Arrange a place to work and have a regular time to study.
5. Schedule a time for homework that is compatible with family and/or afterschool activities.
6. Complete homework with minimal parental help.
7. Complete homework assignments carefully and neatly.
8. Complete homework and turn it in on time.
9. Budget time for long-term projects.
10. Complete all work missed due to absences or school activities.

Parent Responsibilities

1. Read and discuss the District's homework policy with the student and encourage good study habits.
2. Provide necessary assistance and a positive, supportive attitude.
3. Communicate homework concerns and questions to the teacher.
4. Encourage student to get additional help from the teacher when necessary.
5. Provide an appropriate time and environment for the student to study and learn.
6. Check homework for completion.
7. Monitor television, technology, and outside activities to ensure the student has sufficient study time.

Grading Guidelines

The JISD report card should reflect each student's individual growth and acquisition of the TEKS. All grades recorded are to be the actual grade the student earned. There is no minimum grade (EIA Legal & SB 2033). Final grades for a school year are to be maintained in the student's cumulative permanent record/transcript. Furthermore, student grades are to be held to the confidentiality requirements outlined in the Family Educational Rights and Privacy Act (FERPA) and the JISD Information Policy. Grades cannot be posted, even by student ID number.

Teachers are to maintain students' grades and progress on the District's electronic grade book program. Teacher grade books are auditable documents and are maintained digitally by network services. Grades are to be updated on a weekly basis and must be entered by the following Monday at 4:30 PM. Teachers will have **five (5) school days** (with exceptions for major projects) from the assignment due dates to enter the grade.

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

Grading categories and weights are to be as follows:

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

Middle School

- | | | |
|-------------------------------|-----|--|
| • Tests/Major Projects | 40% | Minimum of 2 per nine weeks* |
| • Quizzes/ Daily Assignments: | 50% | Minimum of 2 per week in each content area |
| • Homework: | 10% | Minimum of 2 per nine weeks |

**The first test must be entered in the electronic grade book no later than the end of the 4th week of the nine-week grading period.*

High School

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

Semester Grades

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

***Note: District Mocks and Universal Screens are not to be taken for a grade. However, Writing Diagnostics will count in the Quizzes/Daily Assignments category and Unit Tests/Checkpoints will count in the Test/Major Projects/ Process Writing Papers Category.*

Modifications and Accommodations

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

Participation grades

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

Teachers of Pass/Fail courses

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

Zero vs. Missing

In order to maintain accurate records, teachers will only use a "zero" for assignments which the students turned in and earned the grade of zero. Teachers will use the "missing" classification for assignments not turned in by a student. Both a "zero" and "missing" assignment will average as a zero into the student's average.

Conduct Grades

Conduct grades are to be an evaluation of a student's attitude and behavior. It should not change the grade in the academic area. State law requires that academic grades are a reflection of relative content mastery. Behaviors such as turning in work late, not writing name on paper, or other academic behavior concerns should be reflected in the conduct grade, as with other concerns of this nature.

Changing Courses

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

Incomplete grades

Incomplete grades (defined as final averages for established grading periods) must be finalized within two weeks of the end of the grading period in which the student received the incomplete. After that time, students will receive a zero for all missed work, except in extenuating circumstances approved by the building principal.

Late Work

Late work is defined as any assignment that is not submitted on its due date, with the exception of make-up work for absences or approved school activities. Teachers are to enter an "M" into the electronic gradebook for any assignment a student does not turn in on time. Late assignments will be accepted 3 days from the assignment due date or at the end of the nine weeks, whichever is sooner. When an assignment is submitted after the due date, a maximum penalty of ten (10) points per day will be deducted from the grade. In case of extenuating circumstances, it is the parent/guardian and/or student's responsibility to inform the teacher and/or appropriate administrator so that an exception to the rule may be considered. The principal or designee will have the final authority to grant any exceptions.

Make-Up Work for Absences

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

Extra Credit

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

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

Grading in Special Programs

English Learners

All JISD expectations apply to English Learners (ELs). In evaluating the progress of EL students, teachers must recognize the critical processes and features of second language acquisition, including cognitive, affective, and linguistic. Teachers must also make sure to provide students with appropriate instruction to enable EL students to meet these expectations at each student's level of proficiency in English. In addition, teachers are responsible for ensuring that the English Language Proficiency Standards (ELPS) are part of the planning process to ascertain that students have adequate support. Word walls, anchor charts, and exemplars should include graphic representation.

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

Students with Disabilities

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

Students Enrolled in Advanced Academic Courses

Judson ISD offers a variety of advanced courses designed to enhance and challenge a student's secondary school experience. For those students who choose to enroll in advanced academic courses, the grading policy could be different. There are higher academic and curricular standards set forth by the programs endorsing the courses. These courses include, but are not limited to, Advanced Placement (AP), Pre-AP, International Baccalaureate (IB), GT, Dual Credit, and Honors. The course syllabi will outline the established grading policy for the course approved by Campus principal/designee. IB operates on a grading policy of 60% minor and a 40% major with a three day late policy.

Re-teaching/Re-testing/Failing Assignments

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

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

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

Re-teaching to ensure that students master the material may include but shall not be limited to the following; the teacher may require the student to attend a tutorial program or remedial classes, (Co-curricular or extracurricular activities shall not interfere with the requirement to attend these activities), the teacher may assign additional work on a particular unit for the student to complete, and the teacher may work with small groups during class time while other students work independently.

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

Credit Recovery

Refer to the Credit Recovery Handbook.

High School Credit for Middle School Course Work

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

Transfer Grades

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

Conversion Scale	
A	95
B	85
C	77
F	69

Grade Points

Students will receive a quartile ranking at the beginning and end of their sophomore year and at the end of their junior year. Class rank and final overall GPA will be computed and distributed following the third nine weeks of the student's senior year. Refer to EIC Local for GPA calculations, class ranking, and grade weights.

Transcripts

Transcripts may be requested through the registrar of the school from which the student graduated. If the student is not 18 years of age, a parent or guardian must sign and return a release of information form. There is a charge for each transcript issued.

Grading Symbols/Comments

Report Card Comments

Comment Code	Comment	Comment Code	Comment
1	Displays positive attitude	27	Excessive absences
2	Enthusiastic about learning	28	Excessive talking
3	Evidence of extra effort	29	Excessive tardies
4	Has good work habits	30	Inattentive
5	Is a cooperative learner	31	Inconsistent effort/lack of effort
6	Is an asset to our class	32	Linguistic accommodations
7	Is polite and respectful	33	Low test/daily grades
8	Participates and shares ideas	34	Missing/incomplete homework
9	Shows creativity	35	Missing/incomplete work
10	Shows improvement	36	Modified instruction
11	Shows leadership in classroom	37	Needs to practice/study at home
12	Shows pride in work	38	Needs to prepare for class/tests
13	Shows self-direction	39	Not attending tutorials
14	Uses technology proficiently	40	Not concentrating in class
15	Well-prepared at all times	41	Not participating in class
16	Absences affect learning	42	Not performing up to ability
17	Accommodated instruction	43	Parent conference requested
18	Behavior interrupts learning	44	Sleeps/attempts to sleep in class
19	Cell phone/IPOD a distraction	45	Truant
20	Difficulty being organized	46	Tutorials required
21	Difficulty following directions	47	Missing employer evaluation (H.S. Only)
22	Difficulty using time wisely	48	Missing weekly log sheet (H.S. Only)
23	Displays negative attitude	49	Failure to call/sign-in (H.S. Only)
24	Disrespectful	50	IEP Goals and Objectives Continued
25	Disrupts others' learning	51	IEP Goals and Objectives Mastered
26	Does not bring materials/textbook		

Grades 6-12 Grading Scale

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

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

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

Citizenship (Conduct) Grading Scale

Symbol	JISD Standard	JISD Standard
E	Excellent Conduct	Student always follows class rules, never disruptive in class, always tries their best, has a positive attitude in class, always on task, and always follows grading expectations.
S	Satisfactory Conduct	Student usually follows class rules, rarely disruptive in class, usually tries their best, usually has a positive attitude in class, usually on task, and usually follows grading expectations.
N	Conduct Needs Improvement	Student rarely follows class rules, is disruptive in class, rarely tries their best, rarely has a positive attitude in class, rarely on task, and rarely follows grading expectations
U	Unsatisfactory Conduct	Student does not follow class rules, is disruptive in class, does not try their best, does not have a positive attitude in class, not on task, and does not follow grading expectations.

- Conduct grades affect a student’s Honor Roll eligibility. In order to be listed on the Honor Roll, students must have satisfactory or better grades (EID Local).
- Two office referrals that result in ISS, OSS, or detention will result in an automatic “N” for the nine weeks grading period unless otherwise stated in the student’s BIP/504.
- Three office referrals resulting in ISS, OSS, or detention will result in an automatic “U” for the nine weeks grading period unless otherwise stated in the student’s BIP/504.

Extracurricular Activities/UIIL Eligibility

Refer to UIL website <http://www.utexas.edu/admin/uil/admin/side/acad.html>

- A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any class or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse; however, the student regains eligibility when the principal and teachers determine that he/she has: (1) earned a passing grade (70 or above) in all academic classes with or without a UIL waiver and (2) completed the three school weeks of ineligibility.
- All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of each grading period. Students who pass remain eligible until the end of the next grading period.
- All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three school week evaluation periods for ineligible students.

Grade Reporting

Progress Reports

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

Report Cards

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

Special Program Reporting

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

Communication

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

Parent Center

Judson ISD provides parents with a means of staying up-to-date on their child's progress, the JISD Parent Center. Parent Center is a secure website that gives parents the opportunity to check grades, view/download Progress Reports and Report Cards, monitor attendance, review discipline information, e-mail teachers, check meal balances and charges, and view library records. Since teachers are required to update student grades weekly, parents always have an updated picture of their child's academic progress.

Conferences

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

Promotion and Retention

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course. It shall be coordinated with compensatory/accelerated services (EIE Local). A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. (Texas Education Code (TEC) 28.021(a)) In determining promotion, the District shall consider:

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

Standards for Mastery/Promotion

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

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

Grades 6-8

In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 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 9-12

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

Students with Disabilities

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

English Learners

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

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

Student Success Initiative

In addition to local standards for mastery and promotion, students in grade 8 must meet passing standards on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade level (TEC 28.0211(a)). If a student in grade 8 does not meet standards on a applicable state assessment, a Grade Placement Committee (GPC) may be established to determine retention or promotion.

Personal Graduation Plans (PGP)

Middle School PGP's

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

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

A PGP must:

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

High School PGP's

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

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

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

Retention Letter (Grades 6-8)

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

For students in grade 8, information about the SSI process and promotion/retention requirements must be communicated to the parents in the beginning and throughout the year (TEC 28.021(d)).

Loss of Credit Letter (Grades 9-12)

The JISD Loss of Credit Letters are designed to inform parents that their child is performing below minimum standards and is at-risk for losing credit. Letters will be generated by the campus after the first 9 weeks, completion of first term, and 3rd nine weeks.

Early Graduation

Students who want to begin college may be eligible for early graduation if they meet several requirements. Early graduation must first be discussed with the counselor and approved by the campus principal prior to the beginning of the third high school year. If early graduation is approved, the student will be ranked in the class in which the student graduates (EIC Local).

Commencement Exercises

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

JISD Expectations for Grading and Reporting of Student Progress

Employee Acknowledgement Form

Judson ISD Board Policy EIA (LOCAL) mandates that the Superintendent or designee shall ensure that each campus or instructional leader adheres to the published guidelines for teachers to follow in determining grades for students. These District guidelines shall ensure that grading reflects a student’s relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents and made available online via the District Grading Handbook. The Grading Handbook is updated yearly based on recommendations from the Grading Handbook Committee.

The Judson ISD Secondary School Grading and Reporting Handbook is written to provide direction and equity in the evaluation and communication of student academic performance. The information and policies in the Handbook are subject to change, and I acknowledge that revisions may occur. All changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing guidelines. Only the Superintendent or the Superintendent’s designee has the ability to adopt any revisions to the information in the Handbook.

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

Employee’s Signature Date

Employee’s Printed Name Employee ID

Acknowledgement forms are to be signed in E-verify by the date set forth by the district.



**JUDSON ISD
UIL WAIVER APPLICATION**

PRINT legibly, ATTACH a report card, and COMPLETE this application WITHIN 7 DAYS AFTER the grading period.

Student's Name: _____ ID#: _____ Grade: _____

Current Activity/Sport: _____ Coach/Sponsor: _____

Class Failed: _____ Teacher: _____ Failing Grade: _____

Time of the Request: _____
(Circle only one.) End of 1st six wks of the school year End of 1st 9 Wks End of 2nd 9 Wks End of 3rd 9 Wks End of 4th 9 Wks

Number of Waiver Request: 1st Waiver 2nd Waiver 3rd Waiver
(Maximum of 3 times per term.)

Extracurricular Eligibility for Students Enrolled in Advanced Academic Courses

A student enrolled in advanced academic courses (e. g., Honors, AP, IB, GT, Dual Credit and CLAR), who does not maintain a grade the equivalent of 70 on a scale of 100 after a grade evaluation period, must follow the UIL guidelines to remain eligible for participation in the extracurricular activity.

"No Pass, No Play" Provision Waiver Requirements

The following guidelines are used to exempt high school students who do not earn a 70 average in an advanced academic course from the "No Pass, No Play" provision.

1. A student seeking a "No Pass, No Play" waiver for an advanced academic course must fill out the Judson ISD UIL Waiver Application. (Students in regular academic courses are not eligible to apply for a waiver.)
2. A student may only apply for an advanced academic course waiver if his/her failing grade in the advanced academic course at the end of the eligibility period was a 58 or higher.
3. A student may receive a maximum of three waivers each term.

Use the space below to explain why you earned the failing grade in the course and how you plan to be successful in the next eligibility period. The plan must be discussed with, and signed by, the teacher prior to approval.

Teacher's Signature: _____

UIL Coach/ Director/ Sponsor Signature: _____

FOR OFFICE USE ONLY. DO NOT WRITE IN THE SECTION BELOW.

Approved / Denied _____ Date: _____



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

Dear Parent/Guardian,

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

Student Name	ID number	Grade Level	Date

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

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

Plan of Action and Support for your child

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

Parent/Guardian Signature	Principal's Signature



**Judson Independent School District
1st 9 Weeks, Completion of First Term, and 3rd Nine Weeks Loss of Credit Letter
Grades 9-12**

Dear Parent/Guardian,

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

Student Name	ID number	Grade Level	Date

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

Plan of Action and Support for your child

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

Parent/Guardian Signature	Principal's Signature