



Lago Vista
Independent School District

**District Grading
Guidelines
2018-2019**

Lago Vista Independent School District District Grading Guidelines 2018-2019

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DISTRICT MISSION STATEMENT

Lago Vista ISD will equip students for the rigors of the 21st century by preparing them for a global-based digital economy. Lago Vista ISD will be recognized as a leader in educational innovation through technology, facilities, curriculum, volunteerism, and instruction.

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District Vision

Lago Vista Independent School District will continue to establish a tradition of excellence by providing engaging curriculum and instruction that encourages collaboration, communication, and critical thinking, by leading educational innovation in technology and facilities, and by fostering community partnerships that create a community of learners dedicated to promoting high expectations and achievement for all students.

LAGO VISTA ISD CURRICULUM & INSTRUCTION PHILOSOPHY

Curriculum and instruction in Lago Vista ISD are grounded in the following statements:

- Teachers are certified experts who are respected and deserve autonomy in return for performing at high levels.
- We trust that, as professionals, our teachers use effective teaching strategies to challenge students well beyond the state content standards.
- With such a vast breadth of material to cover, allowing teachers to determine priority standards for each unit allows for greater depth of the standards they deem most crucial.
- We live in an interdisciplinary world and the problems of the 21st century do not fall neatly into boxes. Content integration makes everyone's content more relevant and meaningful to students.
- We all share the responsibility for student success.
- We are a professional community devoted to growing and excelling in our craft.

LAGO VISTA ISD CURRICULUM & INSTRUCTION

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS), the English Language Proficiency Standards (ELPS), and the College & Career Readiness Standards (CCRS).

In Lago Vista ISD, locally developed curriculum documents are based upon the State Board of Education (SBOE) approved standards. Curriculum content is not prescribed in detail by the Texas Education Agency, but the approved standards provide a framework to draw upon for the development of the District's locally created curriculum.

In developing and revising the local curriculum documents for their respective content areas and grade levels, teachers shall ensure the appropriate scope and sequencing of content to provide for reinforcement of knowledge and skills and to ensure that high expectations for student learning are achieved by District graduates. Furthermore, the local curriculum documents shall reflect an understanding of the growth, development, and needs of learners, the expectations of the community, State laws, and State Board rules.

With appropriate guidance from campus and District administration, teachers are expected to develop and revise curriculum documents for all grade levels, courses, and/or subjects in the District. These documents shall:

- Reflect alignment to the Texas Essential Knowledge and Skills (TEKS) and the required state assessments;
- Include course snapshots reflecting scope, sequence, time frame, student expectations, and priority standards; and

- Include unit organizers reflecting critical content and skills, student expectations, priority standards, key vocabulary, performance assessments, aligned instructional strategies and resources, and expectations for listening, speaking, reading, and writing.

Ongoing professional development and campus-based Professional Learning Communities shall be provided for teachers to ensure a deep understanding of the curriculum expectations, to support for the development and enrichment of these documents well, and to enhance their knowledge and skills in utilizing research-based approaches to teaching and learning.

Assessments shall focus on determining the extent to which each student is achieving and maintaining mastery of the standards-based curriculum and the extent to which instructors are effectively conveying the curriculum to students.

Teachers shall assess student mastery of the course standards through a variety of formative and summative methods including observations, performance assessments, teacher-made tests, and other standards-based assessments. Teachers and administrators shall use all data to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify instruction, as needed.

Intervention and Remediation

Struggling students are identified using data-based student progress monitoring and are provided with intensive instruction known as interventions. Interventions refer to proactive instructional actions taken to improve student learning that are typically short-term. These actions are based on ongoing assessment so instruction is aligned with the level of learning.

The majority of students who experience difficulty with content receive classroom-based interventions provided by the classroom teacher. Classroom interventions are often referred to as “needs-based instruction”, which includes:

- Standard intervention protocol process for identifying and providing research based interventions based on need and resources; and
- On-going progress monitoring to measure student response to intervention and guide decision-making.

Students who do not respond to needs-based instruction may require additional support through more intense interventions called remediation, which is determined through the campus Response to Intervention (RtI) processes.

While interventions are typically offered during instruction by the teacher, remediation is additional support provided to students who still do not understand key concepts in spite of interventions. Remediation involves additional instruction intended to remedy a situation by teaching a student something that he or she should have previously mastered or should already be able to demonstrate. The goal with remediation is to close an academic gap.

For more information on the RtI processes for Lago Vista ISD, please visit the Academics & Student Services Department page on the District website.

Acceleration

Frequent evaluation, both formative and summative, will determine the need for acceleration. Acceleration is an integral part of the elementary instructional program and is embedded within core instruction. Teachers use their knowledge of students' strengths, weaknesses, understanding, and interests to determine the material that is presented (content), what activities are appropriate (process), and how best to allow students to demonstrate what they have learned (product).

Acceleration is provided through a variety of instructional approaches, such as curriculum compacting, advanced materials, open-ended activities, student choice options, and differentiated "tiered" assignments. For more information on differentiation for advanced learners, please visit the Gifted and Talented page on the Lago Vista ISD website.

LAGO VISTA ISD PHILOSOPHY OF GRADING

At Lago Vista ISD, our goal is to ensure that students have opportunities to demonstrate mastery of content, while also showing an acceptance of responsibility and ownership for his/her grades. We strongly believe that students must learn responsibility and the importance of having a solid work ethic. We believe the purpose of grades is to provide students and parents with feedback on mastery of content and to document academic progress. Hence, our classroom teachers assign grades that reflect a student's mastery of the state standards as closely as possible.

Communication with Parents

We value maintaining clear communication with parents regarding student academic progress. Grades and alerts are readily available to parents online through txConnect. Teachers also provide information regarding assignment due dates on their teacher websites. Information about the availability of grade reports will be communicated via our parent communication system, ParentLink. Please ensure that we have your correct email and cell phone number (for SMS messaging). Corrections should be made with the campus registrar.

Parents with concerns about their student's grades are encouraged to contact the teacher directly. Due to high volumes of emails around progress report and report card times, please note that teachers may not be able to immediately respond to all individual emails. In addition to e-mail communication, parents are encouraged to schedule a parent-teacher conference to discuss grade concerns. Teacher conference times are listed on their websites.

Questions about grade calculations should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the District. Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed.

DISTRICT GRADING INFORMATION

The District shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. The District grading policy:

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. 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. [See Policy EIA(LEGAL)]

Alignment to the Texas Essential Knowledge and Skills

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives. [See Policy EIA(LOCAL)]

Attendance

It is important to note that poor attendance adversely affects grades. To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. By failing to meet state minimum standards for days in class, students lose credit for the class even if a passing grade is earned. Please refer to the student handbook for additional information.

Credit by Examination (CBE)

Credit by examination provides a way for students to receive credit and advance in coursework. Credit by examination is only accepted from approved examinations offered by the University of Texas or Texas Tech University.

Students in grades 1-12 may take an approved CBE exams during any of the four published testing administration periods. Examination dates and request deadlines for 2018-2019 are below. Test dates are approximate.

Request Deadline

August 17, 2018
September 28, 2018
January 11, 2019
May 10, 2019

Test Date

September 14, 2018
October 25, 2018
February 15, 2019
June 17-20, 2019

A student who is homeless or is in foster care that transfers to the District after the start of the school year may be administered a credit by examination at any point during the school year.

The following restrictions regarding credit by examination apply to all students:

- Regardless of when a CBE is taken and appropriate mastery is demonstrated, placement in a new course/grade level will only occur at the start of a school year (or semester at the start of a semester for semester-length high school courses).
- Unless otherwise specified, a student may attempt a CBE no more than two times for the same course.

There is no limit to the number of credits that can be earned through credit by exam. Parents should contact the campus counselor for additional information.

Credit by Examination for Acceleration (Without Prior Instruction)

A student may take an approved CBE examination for acceleration for a course or grade level in which no prior instruction has been received.

A student in grades 1-7 who has not received instruction at the subsequent grade level may only be accelerated (promoted) if the student meets all of the following requirements:

1. The student achieves a minimum score of 80% on the grade-level examinations in the subsequent grade level in each of the following subject areas: language arts, mathematics, science, and social studies;
2. A school district representative recommends that the student be accelerated to the higher grade level; and
3. The student's parent or guardian gives written approval for the acceleration.

If a student wishing to advance the entire subsequent grade level fails to meet 80% mastery on any test, the testing will be discontinued. In this circumstance, the student may not attempt the CBE a second time through the District CBE process. A student wishing to accelerate in a sequent course in grades 6-12 must demonstrate 80% or higher mastery for the two semesters combined.

Examinations for acceleration are not available for the five EOC courses: Algebra I, English I, English II, Biology, and US History.

If a student fails to earn credit by examination for a specific course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the District's prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course.

Credit by Examination with Prior Instruction

A student must have had prior formal instruction in a semester course to be eligible to gain credit by examination with prior instruction. To participate in the credit by examination with prior instruction, the student must have been enrolled in a formal course as evidenced by:

1. A transcript from an accredited or non-accredited institution; or
2. Other verified documentation that establishes evidence of a formal course, which includes:
 - a. A syllabus listing daily assignments;
 - b. An explanation of the time parameters of the course;
 - c. Documentation of the student's performance throughout the course; and
 - d. Documentation of alignments to the Texas Essential Knowledge and Skills (TEKS).

A score of 70% or above is required on the credit by examination test. A student may not attempt to earn credit by examination for a specific course more than two times. There is no limit to the number of credits that can be earned through credit by exam. The cost of any examination taken with prior instruction will be the responsibility of the student.

Finality of a Grade

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the District's grading policy. This does not prohibit an appeal related to a student's eligibility to participate in extracurricular activities. [See Policy EIA(LEGAL)]

Grade Averaging

For a two-semester course, each semester's grade stands on its own; however, a final passing grade will be awarded if the average of both semesters is at least 70%. Students transferring in during the spring semester with a failing grade in the fall semester of the same academic year may receive a passing grade for the year under this policy.

When a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters is lower than 70%, the District shall award the student credit for the semester with the passing grade. The student will be required to retake the semester in which he or she earned the failing grade.

Grading Scale

The following letter and number grading scale applies to all mastery-related grade-levels:

A	90-100
B	80-89
C	70-79
F	69 or below

Grade Level Classifications for High School

All students entering high school as a freshman will need to meet the following credit requirements.

Freshman	1st year	0-6.5 earned credits
Sophomore	2nd year (+)	7-13.5 earned credits
Junior	3rd year (+)	14-20.5 earned credits
Senior	4th year (+)	21 earned credits

These classifications are based on the number of credits actually completed prior to registration.

Honor Roll

All A Honor Roll - Students must be taking at least four classes and have an un-weighted grade point average of 4.0 or above in all classes.

A & B Honor Roll - Students must have an un-weighted grade point average of 3.75 or above and grades not lower than 3.0 in 2 classes and a 4.0 in all other classes.

Note: Pass/Fail classes and dual credit classes for which 9-weeks grades are not reported do not count toward Honor Roll.

Homework

Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child's educational program. Homework should be used to reinforce and support mastery of learning and should never be used as a disciplinary measure.

Homework is an extension of the concepts that were taught in class or a preview of content yet to be taught. The purpose and directions for the assignment need to be communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully. When appropriate and possible, homework should be differentiated for students depending on their mastery of the objectives.

Incomplete Grades

An "Incomplete" grade may be given on a temporary basis (seven (7)-day period). Under extenuating circumstances, the principal may extend time beyond this period. For UIL

eligibility purposes, a student with an incomplete grade in any class is ineligible at the end of the seven-day period unless the incomplete was replaced with a passing grade prior to the end of the seven-day period. [See **UIL Eligibility** for more information.]

Parent Conferences

In addition to conferences scheduled on the campus calendar, a teacher or parent may request conferences, as needed. [See Policy EIA(LOCAL)]

Partial Credit (High School)

When a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters is lower than 70, the District shall award the student credit for the semester with the passing grade. The student shall be required to retake only the semester in which he or she earned the failing grade. [See Policy EI(LOCAL)]

Penalties for Academic Dishonesty

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 or copying the work of another student, 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. [See Policy EIA(LOCAL)]

Required Instruction

As a condition of accreditation, the District is required to provide instruction in the Texas Essential Knowledge and Skills at appropriate grade levels in the foundation and enrichment curriculum outlined by the State. The Texas Education Code requires the District to provide instruction leading to student mastery of the Texas Essential Knowledge and Skills (TEKS) in the foundation curriculum areas of English Language Arts/Reading, Mathematics, Science, and Social Studies. Required instruction in the enrichment curriculum areas includes Languages Other Than English (LOTE), Health, Physical Education, Career and Technical Education, Technology Applications, and Personal Financial Literacy.

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The schools will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal. The schools may also offer tutorial services, which students whose

grades are below 70 will be required to attend. [Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.]

Transfer Credit

A student who transfers into the District high school shall receive similar credits counted toward the GPA or weighted numerical grade average according to the list of courses offered in the District and the grade point scale or weighted numerical grade average used for credit earned in the District. Students transferring into the District from a school with a comparable grading scale shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

A+ = 97	B+ = 87	C+ = 79	D+ = 74	F = 69
A = 94	B = 84	C = 77	D = 72	
A- = 90	B- = 80	C- = 75	D- = 70	

Transfer Placement

Records and transcripts of students from Texas nonpublic schools or from out of state or out of the country (including foreign exchange students) shall be evaluated, and students shall be placed promptly in appropriate classes. The District may use a wide variety of methods to verify the content of courses for which a transfer student has earned credit.

A student enrolling from Texas nonpublic schools or from out of state or out of the country (including home schooling) will need to demonstrate mastery of basic skills up to the grade level to which he/she is assigned. Students may be given a credit by exam assessment offered by the University of Texas or Texas Tech University.

University Interscholastic League (UIL) Eligibility

A student shall be suspended from participation in any extracurricular activity/organization sponsored or sanctioned by the District or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than an identified honors or advanced class. A suspension will continue for at least three school weeks and is not removed during the school year until the conditions for removing the suspension, as described below, are met.

Until the suspension is removed or the school year ends, the District shall review the grades of a student suspended under these provisions at the end of each three-week period following the date on which the suspension began. At the time of a review, the suspension is removed if the student's grade in each class, other than a TEA-identified advanced course, is equal to or greater than the equivalent of 70 on a scale of 100. The principal and each of the student's teachers shall make the determination concerning the student's grades. [See Texas Education Code 33.081(c), FM (LEGAL), or refer to UIL Side-by-Side]

UIL Grade Waiver Process

Students who fail an advanced course may apply for a waiver, which will allow them to continue to participate in co-curricular activities. Students will only be eligible for one waiver per course, per academic year. Waiver requests can be obtained from the administrative office. All UIL Eligibility Waivers require administrator approval, approval of the coach/sponsor, and a parent signature. [See Appendix A]

LVISD'S ONLINE GRADEBOOK: TXCONNECT

Lago Vista ISD utilizes an online parent portal, TxConnect, which allows parents and students to view grades and attendance online. LVISD is committed to providing parents with the information they need to be engaged in their child's education, because research has shown that students tend to perform better in school when their parents are actively involved in their learning. The TxConnect program will be the most comprehensive source for information regarding your child's academic progress. You will need to complete a two-step process to create a new account by following these simple instructions:

Step One:

- Visit the TxConnect home page: <https://txsuite.esc13.net/tc227912/Login.aspx>
- On the TxConnect home page, click on "New TxConnect User".
- You will need your child(ren)'s student portal ID Number in order to complete the process. Portal IDs may be obtained from your campus registrar.

Step Two:

- On the summary page click on the blue "settings" button.
- Click on the "register" button. If you receive an error message regarding your email address, please contact your campus registrar.
- Once you have successfully entered your email address and entered the code sent to your email, check the "request electronic report cards and IPR".

Once you have successfully created an account, TxConnect will keep you informed of your child's performance by automatically alerting you of unexcused absences and failing averages or assignment grades. You will receive these alert notifications with the email address you provided when you set up your account. You may also customize alerts to your own specifications.

TxConnect Mobile App

Our online gradebook, TxConnect, is also available as a mobile application that can be used to access student data from most mobile devices. The application displays data that is available from the TxConnect Web site; however, the pages were reformatted for use in a smart phone environment. The online registration component of TxConnect is also available from the mobile application.

PROGRESS REPORTS

Due to advances in technology that give parents real-time access to their student's grades, progress report grades are not mailed home. Parents may view and print their student's interim progress reports and report cards by using TxConnect. The grade reports on TxConnect are identical to what is available on the campus.

Parents will be notified that interim progress reports and report cards are available in TxConnect by receiving a message through our parent communication system, ParentLink. When grades are posted, parents will receive an electronic notification alerting them to log into TxConnect to check grades. Progress report grades will be "frozen" in TxConnect for 48 hours after this notification.

Parents without Internet or mobile access may obtain a paper copy of their child's progress report by contacting the front office of your child's school. If you have any questions or concerns, please contact the campus registrar. For more information on progress reports, see policy EIE(LEGAL).

Progress Report Grades

Calculated averages reported on progress reports may not exceed 100%. Grades recorded in a grade book represent a confidential record for assessment of student performance.

Progress Reporting Periods

Progress reports for all students are posted in three-week increments. This timeline meets requirements for eligibility reports for the University Interscholastic League (UIL). Progress report dates are also posted on the District calendar.

Students Not Demonstrating Mastery

A student whose grade in a subject for a reporting period is lower than 70% is required to attend tutorials. [See Policy EHBC(LEGAL)]

Parent Communication

In addition to conferences scheduled on the campus calendar, a teacher or parent may request conferences, as needed. [See Policy EIA(LOCAL)] Additional communication to parents is recommended at the end of each progress report period for students who are failing multiple classes, are failing a class with an exceedingly low average, or are otherwise in danger of failing for the nine weeks period. This communication can come from the teacher, counselor, and/or administrator in writing or verbally.

PROMOTION AND RETENTION

Standards of Mastery for Promotion (All Grades)

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 and shall be coordinated with compensatory, intensive, and/or accelerated services. [See Policy EHBC]

The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see Policy FB] or students who are English language learners [see Policy EHBE and EKBA] to demonstrate mastery of the curriculum.

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

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 exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required. [See Policy EIE(LOCAL)]

Promotion in Kindergarten - Grade 1

In kindergarten–grade 1, promotion to the next grade level shall be based on demonstrated proficiency in the language arts and mathematics essential knowledge and skills, as outlined on grade-level, skills-referenced reports cards. In addition, the District shall require satisfactory performance in all other subject areas. [See Policy EIE(LOCAL)]

Promotion in Grades 2-8

In grades 2–8, 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. [See Policy EIE(LOCAL)]

Promotion in Grades 9-12

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See Policy EIE(LOCAL)]

Students Receiving Special Education Services (All Grades)

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See Policy EIE(LOCAL), Policy Series EHBA, and Policy EKB]

Attendance for Credit/Course Grade (All Grades)

To gain credit for a course, a student must be in attendance for 90 percent of the days the class is offered. [See Policy FEC(LEGAL)]

Excessive Absences - Parental Notice (All Grades)

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

Excessive Absences - Methods for Regaining Credit/Final Grade (All Grades)

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee. [See Policy FEC(LOCAL)]

Excessive Absences - Extenuating Circumstances (All Grades)

Campus administrators and attendance committees shall adhere to the guidelines outlined in Policy FEC(LOCAL) when deciding whether to grant credit or award a grade in situations with extenuating circumstances as it relates to attendance.

Excessive Absences - Conditions for Awarding of Credit or a Final Grade (All Grades)

Campus administrators and attendance committees shall adhere to the guidelines outlined in Policy FEC(LOCAL) when deciding whether to impose conditions for students with excessive absences prior to granting credit or awarding a grade.

Personal Graduation Plans

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the school counselor or principal and Policy EIF(LEGAL).]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

STAAR Assessments

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR. Certain students—some with disabilities and classified as English language learners- may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

Required Proficiency on STAAR Assessments (Grades 5 and 8)

A student in grades 5 or 8 who fails to meet the passing standard on the state-mandated STAAR assessments in reading and mathematics will be automatically retained. This requirement does not apply if a student in grades 5 or 8 will be assessed in reading or mathematics above his or her enrolled grade level. [See Policy EIE(LOCAL)]

Parent Waiver for the Third Administration

A parent or guardian may request that a student not participate in the third test opportunity due to potential harm to the student. The waiver must provide documentation of potential harm, student need, and other appropriate information. If a parental waiver is granted, the student must still participate in all required accelerated instruction and is subject to retention based on the failure on the second test administration. [See Policy EIE(LEGAL)]

Standards for Promotion Upon Appeal

If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the Grade Placement Committee (GPC) shall review all facts and circumstances in accordance with law. The student shall not be promoted unless:

1. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and
2. The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan. [See Policy EIE(LOCAL)]

Required Proficiency on STAAR Assessments (Grades 9-12)

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

Retention of Transfer Students

When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.

When a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the parent may initiate an appeal for promotion. If a parent initiates an appeal for promotion, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with the District's standards for promotion. [See Policy EIE(LOCAL)]

Assignment of Retained Students

A student not promoted to the next grade level shall remain at the same campus or shall be assigned to a similar campus setting. [See Policy EIE(LOCAL)]

ELEMENTARY GRADING GUIDELINES (PK-3)

Grades should reflect a student's mastery of the academic standards for each grading period as outlined and specified in the District curriculum.

Grading Categories (Grades 2-3)

Students will receive both daily grades and major grades. Both types of grades are weighted appropriately for the grade-level.

“Daily Grades” are formative assessments that occur during the stage of learning in which students are “forming” their understanding of the concepts being taught. Grades in this category reflect a student's progress towards content standards, benchmarks, and essential understandings. These learning activities inform the teacher about the learning progress of a student.

“Major Grades” occur at a point in the learning where the teacher is assessing and evaluating mastery of the concepts being taught. Grades in this category reflect a student's mastery of content standards, benchmarks, and course essential learning results.

Grading Category Weights (Grades 2-3)

All numeric averages reported on progress reports and report cards will be determined using a percentage grading system.

Writing/Reading/Spelling/Math

- Daily Grades = 85% - minimum of 9 required per 9 weeks
- Major Grades = 15% - minimum of 1 required per 9 weeks

Science & Social Studies

- Daily Grades = 85% - minimum of 5 required per 9 weeks
- Major Grades = 15% - minimum of 1 required per 9 weeks

**Please note: The above recommendations represent the minimum requirements, and teachers may provide additional assessments and assignments at their discretion.*

Grading - Extra Credit (Grades 2-3)

Extra credit is permitted as an option for the teacher. However, the maximum grade of a nine-week average is 100. Extra credit must be related to the TEKS in that subject. Extra Credit may not be given for clerical tasks such as giving a student “100” for returning a report card or progress report.

- All extra credit is to be academic and relevant to the course.
- The intent of extra credit is for enrichment, not to gain mastery of the TEKS.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.

- Extra credit may not increase a student's overall grade in a grading period by more than 1 percentage point.

Grading Guidelines for PK- Grade 1

Summative 9 weeks grades are based on the PK-1 grading rubric and reflect each student's mastery of the standard at the end of the nine weeks.

- The standard expectations are increased each 9 weeks; therefore, the final summative grade in the 2nd 9 weeks should reflect the child's academic progress for first semester, and the final summative grade in the 4th nine weeks should reflect the child's mastery of the standards at the end of the year.
- Appropriate assessments used in prekindergarten and kindergarten might include anecdotal notes, observations, checklists, performance indicators, end-of-unit assessments, word lists, reading records, etc.
- All assignments are equally weighted and are graded on a rubric:
 - Performance Level 4 - Understandings go beyond grade level expectation
 - Performance Level 3 - Exhibits mastery of grade level skill/concept
 - Performance Level 2 - Exhibits skill/concept with minimal guidance
 - Performance Level 1 - Exhibits skill/concept with direct guidance/assistance

Late Work (Grades 2-3)

Students are expected to submit work on time, unless other arrangements have been made. If a student misses a class, but is in school that day, the assignment is due that day. All late work will be assessed a grade penalty.

1. Work that is one day late will be evaluated on the basis of 80% of its value.
2. Work that is two days late will be evaluated on the basis of 50% of its value.
3. Assignments received three days late or after, but prior to the summative assessment covering the content of the assignment, will receive 50% of its value.
4. Assignments received three or more days late and after the summative assessment covering the content of the assignment, will receive a zero. If received after the third day, late assignments are not eligible to be redone.

Make-Up Work

Students are expected to make up assignments and tests after absences. **Students are responsible for obtaining and completing make-up work.**

1. A student will be given three calendar days for each day of absence to make up missed assignments. In cases of prolonged absence, other arrangements may be made with principal approval.
2. If a student does not complete the work assigned after the allotted number of days has passed, the student will receive a zero for the assignment. The student will not be permitted to re-do daily assignments or homework for which he/she receives a zero.
3. Students who miss work due to a school-sponsored event (such as academic competitions) are expected to contact teachers *ahead of time* to make arrangements for receiving and completing missed work.

Students will be permitted to make up tests and to turn in projects missed because of an absence. Teachers may assign a late penalty to any long-term project in accordance with timelines previously communicated to students.

Maximum Grade Reported (Grades 2-3)

Grades for assignments will be based on relative mastery. Teachers are not required to give a minimum grade on an assignment that does not reflect the quality of the student's work. The teacher will record in their grade book actual grades earned by the student. The actual grade earned on any assignment may exceed 100%; however, the calculated average on a progress report and/or report card may not exceed 100%.

Maximum Weight of a Grade (Grades 2-3)

When calculating a nine-week average, no single assignment/assessment grade may count more than 20% of the total average, regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on progress reports or report cards may not exceed 100%.

Number of Grades

A teacher should have a sufficient quantity and variety of assessments during the grading period to accurately reflect a student's progress toward mastery of the learning standards. Ongoing formative assessments are recorded in a grade book or documented in an assessment binder/portfolio. The final summative grade for the 9 weeks will be recorded on the report card. The number of summative grades will vary depending upon the number of standards taught during the grading period.

Grades are to be recorded or documented in a grade book in a timely manner, no later than 5 instructional days from the date of the assessment.

Re-do/Re-test Policy (Grades 2-3)

We encourage students to use feedback provided by grades by reflecting on their mistakes and using it to improve their understanding of concepts being assessed. Please understand that the re-do/re-test option is not a free pass for students not to study or to turn in carelessly completed work. In order for a student to have this opportunity, they must do something to show the teacher that they are committed to improving their performance. This might include additional time with the teacher, extra practice assignments, or making corrections on previously completed work. A student may earn up to a 79% on a re-test or re-do of an assignment. Students may not redo daily grades for which they received a zero.

Daily Grades (Grades 2-3)

1. Students who receive a 79% or lower on a daily assignment will have **one** opportunity to re-do an equivalent assignment, as determined by the teacher, for a maximum grade of 79%. Students may not re-do assignments for which they received a zero due to not completing or turning it in.

2. **Students must initiate the process to re-do an assignment.** Emailed requests from parents to re-do an assignment will not be accepted. Handwritten parent notes presented to the teacher by the student will be accepted in Grades 2-5. The ultimate goal is to create learners who are able to be effective self-advocates.
3. **Students must complete the “re-do” assignment in the calendar week after the failing grade was earned.** (For example, whether a student earns a failing grade on Tuesday or Friday, they must complete the re-test by the end of the following week. This is the case, even in the event of “short” weeks containing fewer than 5 days.)
4. Assignments may be given as a home assignment or redone at school. The teacher will determine which option is most appropriate for each assignment.
5. A student may earn up to a 79% on their re-do of the assignment.
6. A student may not earn a grade lower than the original grade.

Major Grades (Grades 2-3)

1. Students who receive a 79% or lower on a test have one opportunity to re-test after completing a mandatory tutorial or alternative study assignment provided by the teacher.
2. **Students must initiate the process to re-test.** Emailed requests to re-test will not be accepted. Handwritten parent notes presented to the teacher by the student will be accepted in Grades 2-5. The ultimate goal is to create learners who are able to be effective self-advocates.
3. **Students must complete both the tutorial and re-test in the calendar week after the failing grade was returned to the student.** For example, whether a student earns a failing grade on Tuesday or Friday, they must complete the re-test by the end of the following week. This is the case, even in the event of “short” weeks containing fewer than 5 days.)
4. **It is up to the student to arrange a time to attend a tutorial and to re-test.** Teacher tutorial times are published on their websites. Teachers may schedule other times at their convenience.
5. The teacher will determine the best format for re-testing (a new assessment, test corrections with written justifications, an essay, etc.).
6. A student may earn up to a 79% on a re-test.
7. The student may not earn a grade lower than the original grade.

INTERMEDIATE GRADING GUIDELINES (GRADES 4-5)

Grades should reflect a student's mastery of the academic standards for each grading period as outlined and specified in the District curriculum.

Grading Categories

Students will receive daily grades, formative assessment grades, and major grades. These types of grades are weighted appropriately for the grade-level.

“Daily Grades/Formative Assessments” serve as meaningful applications of concepts and skills during the learning process. Grades in this category reflect a student's progress towards content standards, benchmarks, and essential understandings. These learning activities inform the teacher about the learning progress of a student. They also reinforce and/or extend the learning process and content from the classroom.

“Major Grades” occur at a point in the learning where the teacher is assessing and evaluating mastery of the concepts being taught. Grades in this category reflect a student's mastery of content standards, benchmarks, and course essential learning results.

Grading Category Weights

All numeric averages reported on progress reports and report cards will be determined using a percentage grading system.

Intermediate School (Grades 4-5)

- Daily Grades/Formative Assessments = 75% - minimum of 7 required per 9 weeks (Minimum of 6 required per 9 weeks for 4th Grade Social Studies)
- Major Grades = 25% - minimum of 2 required per 9 weeks (Minimum of 1 required per 9 weeks for 4th Grade Social Studies)

**Please note: The above recommendations represent the minimum requirements, and teachers may provide additional assessments and assignments at their discretion.*

Grading - Extra Credit

Extra credit is permitted as an option for the teacher. However, the maximum grade of a nine-week average is 100. Extra credit must be related to the TEKS in that subject. Extra Credit may not be given for clerical tasks such as giving a student “100” for returning a report card or progress report.

- All extra credit is to be academic and relevant to the course.
- The intent of extra credit is for enrichment, not to gain mastery of the TEKS.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
- Extra credit may not increase a student's overall grade in a grading period by more than 1 percentage point.

Late Work

Students are expected to submit work on time, unless other arrangements have been made. If a student misses a class, but is in school that day, the assignment is due that day. All late work will be assessed a grade penalty.

1. Work that is one day late will be evaluated on the basis of 80% of its value.
2. Work that is two days late will be evaluated on the basis of 50% of its value.
3. Assignments received three days late or after, but prior to the summative assessment covering the content of the assignment, will receive 50% of its value.
4. Assignments received three or more days late and after the summative assessment covering the content of the assignment, will receive a zero. If received after the third day, late assignments are not eligible to be redone.

Make-Up Work

Students are expected to make up assignments and tests after absences. **Students are responsible for obtaining and completing make-up work.**

1. A student will be given three calendar days for each day of absence to make up missed assignments. In cases of prolonged absence, other arrangements may be made with principal approval.
2. If a student does not complete the work assigned after the allotted number of days has passed, the student will receive a zero for the assignment. The student will not be permitted to re-do daily assignments or homework for which he/she receives a zero.
3. Students who miss work due to a school-sponsored event (such as academic competitions) are expected to contact teachers *ahead of time* to make arrangements for receiving and completing missed work.

Students will be permitted to make up tests and to turn in projects missed because of an absence. Teachers may assign a late penalty to any long-term project in accordance with timelines previously communicated to students.

Maximum Grade Reported

Grades for assignments will be based on relative mastery. Teachers are not required to give a minimum grade on an assignment that does not reflect the quality of the student's work. The teacher will record in their grade book actual grades earned by the student. The actual grade earned on any assignment may exceed 100%; however, the calculated average on a progress report and/or report card may not exceed 100%.

Maximum Weight of a Grade

When calculating a nine-week average, no single assignment/assessment grade may count more than 20% of the total average, regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on progress reports or report cards may not exceed 100%.

Number of Grades

A teacher should have a sufficient quantity and variety of assessments during the grading period to accurately reflect a student's progress toward mastery of the learning standards. Ongoing formative assessments are recorded in a grade book or documented in an assessment binder/portfolio. The final summative grade for the 9 weeks will be recorded on the report card. The number of summative grades will vary depending upon the number of standards taught during the grading period.

Grades are to be recorded or documented in a grade book in a timely manner, no later than 5 instructional days from the date of the assessment.

Re-do/Re-test Policy (Grades 4-5)

We encourage students to use feedback provided by grades by reflecting on their mistakes and using it to improve their understanding of concepts being assessed. Please understand that the re-do/re-test option is not a free pass for students not to study or to turn in carelessly completed work. In order for a student to have this opportunity, they must do something to show the teacher that they are committed to improving their performance. This might include additional time with the teacher, extra practice assignments, or making corrections on previously completed work. A student may earn up to a 79% on a re-test or re-do of an assignment. Students may not redo daily grades for which they received a zero.

Daily Grades

1. Students who receive a 79% or lower on a daily assignment will have **one** opportunity to re-do an equivalent assignment, as determined by the teacher, for a maximum grade of 79%. Students may not re-do assignments for which they received a zero due to not completing or turning it in.
2. **Students must initiate the process to re-do an assignment.** Emailed requests from parents to re-do an assignment will not be accepted. Handwritten parent notes presented to the teacher by the student will be accepted in Grades 2-5. The ultimate goal is to create learners who are able to be effective self-advocates.
3. **Students must complete the “re-do” assignment in the calendar week after the failing grade was earned.** (For example, whether a student earns a failing grade on Tuesday or Friday, they must complete the re-test by the end of the following week. This is the case, even in the event of “short” weeks containing fewer than 5 days.)
4. Assignments may be given as a home assignment or redone at school. The teacher will determine which option is most appropriate for each assignment.
5. A student may earn up to a 79% on their re-do of the assignment.
6. A student may not earn a grade lower than the original grade.

Major Grades

1. Students who receive a 79% or lower on a test have one opportunity to re-test after completing a mandatory tutorial or alternative study assignment provided by the teacher.
2. **Students must initiate the process to re-test.** Emailed requests to re-test will not be accepted. Handwritten parent notes presented to the teacher by the student will be accepted in Grades 2-5. The ultimate goal is to create learners who are able to be effective self-advocates.
3. **Students must complete both the tutorial and re-test in the calendar week after the failing grade was returned to the student.** For example, whether a student earns a failing grade on Tuesday or Friday, they must complete the re-test by the end of the following week. This is the case, even in the event of “short” weeks containing fewer than 5 days.)
4. **It is up to the student to arrange a time to attend a tutorial and to re-test.** Teacher tutorial times are published on their websites. Teachers may schedule other times at their convenience.
5. The teacher will determine the best format for re-testing (a new assessment, test corrections with written justifications, an essay, etc.).
6. A student may earn up to a 79% on a re-test.
7. The student may not earn a grade lower than the original grade.

MIDDLE SCHOOL GRADING GUIDELINES (GRADES 6-8)

Grades should reflect a student's mastery of the academic standards for each grading period as outlined and specified in the District curriculum.

Calculation of Semester Average

All secondary courses will calculate and report a semester average. Calculated averages reported on progress reports or report cards may not exceed 100%. Grades recorded in a grade book represent a confidential record for assessment of student performance.

1st Semester Grade: The semester average is determined using the nine-week averages and the semester/final exam.

- 1st Nine-Week Average = 40%
- 2nd Nine-Week Average = 40%
- Semester/Final Exam = 20%

2nd Semester Grade: The semester average is determined using the nine-week averages and the final exam.

- 3rd Nine-Week Average = 40%
- 4th Nine-Week Average = 40%
- Final Exam = 20%

Calculation of Yearlong Average for Middle and High School Courses

For a two-semester course in which both semesters are completed in the same school year, the semesters will be averaged together. If the final grade averages to 70% or higher, full credit will be awarded. Half credit will be awarded each semester.

- 1st Semester = 50%
- 2nd Semester = 50%

For a two-semester course, each semester's grade stands on its own; however, a final passing grade will be awarded if the average of both semesters is at least 70. Students transferring in during the spring semester with a failing fall semester grade may receive a passing grade for the year according to District policy.

Grading Categories

Students will receive daily grades, formative assessment grades, and major grades. These types of grades are weighted appropriately for the grade-level.

“Daily Grades” occur during the stage of learning in which students are forming their understanding of the concepts being taught. These learning activities reinforce and/or extend the learning process and content from the classroom.

“Formative Assessments” serve as meaningful applications of concepts and skills during the learning process. Grades in this category reflect a student’s progress towards content standards, benchmarks, and essential understandings. These learning activities inform the teacher about the learning progress of a student.

“Major Grades” occur at a point in the learning where the teacher is assessing and evaluating mastery of the concepts being taught. Grades in this category reflect a student’s mastery of content standards, benchmarks, and course essential learning results.

Grading Category Weights

All nine-week averages shall be calculated on a percentage system for each type (category) of assignment.

Middle School (Grades 6-8)

- Daily = 25% - minimum of 6 required per 9 weeks
- Formative Assessment = 35% - minimum of 3 required per 9 weeks
- Major Grades = 40% - minimum of 3 required per 9 weeks

**Please note: The above recommendations represent the minimum requirements, and teachers may provide additional assessments and assignments at their discretion.*

Grading - Extra Credit

Extra credit is permitted as an option for the teacher. However, the maximum grade of a nine week average is 100. Extra credit must be related to the TEKS in that subject. Extra Credit may not be given for clerical tasks such as giving a student “100” for returning a report card or progress report.

- All extra credit is to be academic and relevant to the course.
- The intent of extra credit is for enrichment, not to gain mastery of the TEKS.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
- Extra credit may not increase a student’s overall grade in a grading period by more than 1 percentage point.

High School Credit Opportunities

Lago Vista ISD offers some courses designated for grades 9-12 in middle school. The District encourages each middle school student to leave 8th grade with a minimum of 1 high school credit. Satisfactory completion of high school courses in middle school shall be reflected on the student’s academic achievement record, and the student will be awarded state graduation credit. Grades earned in high school courses take in middle school will be included in the student’s high school Grade Point Average (GPA), as specified in policy.

Students who satisfactorily complete Algebra I and/or Geometry in middle school should plan to continue with higher-level mathematics courses in grades 9-12. Students who successfully complete Spanish I in middle school may use this unit earned to satisfy one of the two LOTE credits required for graduation. Students who successfully complete Marching Band/Concert Band in middle school may use this unit earned to satisfy the fine art credit required for graduation and may count the course as a .5 PE substitution. Band is excluded from rank calculations.

Late Work

Students are expected to submit work on time, unless other arrangements have been made. If a student misses a class, but is in school that day, the assignment is due that day. All late work will be assessed a grade penalty.

1. Work that is one day late will be evaluated on the basis of 80% of its value.
2. Work that is two days late will be evaluated on the basis of 50% of its value.
3. Assignments received three days late or after, but prior to the summative assessment covering the content of the assignment, will receive 50% of its value.
4. Assignments received three or more days late and after the summative assessment covering the content of the assignment, will receive a zero. If received after the third day, late assignments are not eligible to be redone.

Make-Up Work

Students are expected to make up assignments and tests after absences. **Students are responsible for obtaining and completing make-up work.**

1. A student will be given three calendar days for each day of absence to make up missed assignments. In cases of prolonged absence, other arrangements may be made with principal approval.
2. If a student does not complete the work assigned after the allotted number of days has passed, the student will receive a zero for the assignment. The student will not be permitted to re-do daily assignments or homework for which he/she receives a zero.
3. Students who miss work due to a school-sponsored event (such as UIL athletics and academic competitions) are expected to contact teachers *ahead of time* to make arrangements for receiving and completing missed work.

Students will be permitted to make up tests and to turn in projects missed because of an absence. Teachers may assign a late penalty to any long-term project in accordance with timelines previously communicated to students.

Maximum Grade Reported

Grades for assignments will be based on relative mastery. Teachers are not required to give a minimum grade on an assignment that does not reflect the quality of the student's work. The teacher will record in their grade book actual grades earned by the student. The actual grade earned on any assignment may exceed 100%; however, the calculated average on a progress report and/or report card may not exceed 100%.

Maximum Weight of a Grade

When calculating a nine-week average, no single assignment/assessment grade may count more than 20% of the total average, regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on progress reports or report cards may not exceed 100%.

Number of Grades

A teacher should have a sufficient quantity and variety of assessments during the grading period to accurately reflect a student's progress toward mastery of the learning standards. Ongoing formative assessments are recorded in a grade book or documented in an assessment binder/portfolio. The final summative grade for the 9 weeks will be recorded on the report card. The number of summative grades will vary depending upon the number of standards taught during the grading period.

Grades are to be recorded or documented in a grade book in a timely manner, no later than 5 instructional days from the date of the assessment.

Re-do/Re-test Policy

We encourage students to use feedback provided by grades by reflecting on their mistakes and using it to improve their understanding of concepts being assessed. Please understand that the re-do/re-test option is not a free pass for students not to study or to turn in carelessly completed work. In order for a student to have this opportunity, they must do something to show the teacher that they are committed to improving their performance. This might include additional time with the teacher, extra practice assignments, or making corrections on previously completed work. A student may earn up to a 79% on a re-test or re-do of an assignment. Students may not redo daily grades for which they received a zero.

Daily Grades

1. Students who receive a 79% or lower on a daily assignment will have **one** opportunity to re-do an equivalent assignment, as determined by the teacher, for a maximum grade of 79%. Students may not re-do assignments for which they received a zero due to not completing or turning it in.
2. **Students must initiate the process to re-do an assignment.** Emailed requests from parents to re-do an assignment will not be accepted.
3. **Students must complete the "re-do" assignment in the calendar week after the failing grade was earned.** (For example, whether a student earns a failing grade on Tuesday or Friday, they must complete the re-test by the end of the following week. This is the case, even in the event of "short" weeks containing fewer than 5 days.)
4. Assignments may be given as a home assignment or redone at school. The teacher will determine which option is most appropriate for each assignment.
5. A student may earn up to a 79% on their re-do of the assignment.
6. A student may not earn a grade lower than the original grade.

Major Grades

1. Students who receive a 79% or lower on a test have **one** opportunity to re-test after completing a mandatory tutorial or alternative study assignment provided by the teacher.
2. **Students must initiate the process to re-test.** Emailed requests to re-test will not be accepted.
3. **Students must complete both the tutorial and re-test in the calendar week after the failing grade was returned to the student.** For example, whether a student earns a failing grade on Tuesday or Friday, they must complete the re-test by the end of the following week. This is the case, even in the event of “short” weeks containing fewer than 5 days.)
4. **It is up to the student to arrange a time to attend a tutorial and to re-test.** Teacher tutorial times are published on their websites. Teachers may schedule other times at their convenience.
5. The teacher will determine the best format for re-testing (a new assessment, test corrections with written justifications, an essay, etc.).
6. A student may earn up to a 79% on a re-test.
7. The student may not earn a grade lower than the original grade.
8. Semester exams are summative assessments and are not eligible for re-testing.

Science Labs

Laboratory work varies greatly based on the student learning objectives from simple discovery activities to full inquiry projects. Accordingly, labs will be graded under the category (daily, quiz, major) that is most appropriate for the level of rigor required.

Semester/Final Exams

Semester/final exams are administered in all secondary courses at the end of the fall and spring semesters. Semester/final exams must be representative of the work of all prior instruction. Any exceptions to this policy for the administration of semester/final exams must be made with principal approval.

Teachers may only administer a semester exam on the scheduled date at the scheduled time. Semester examinations will NOT be administered early. If a student is unable to attend on the date of an exam, he/she will need to make arrangements with the campus principal to take a make-up examination.

HIGH SCHOOL GRADING GUIDELINES (GRADES 9-12)

Grades should reflect a student's mastery of the academic standards for each grading period as outlined and specified in the District curriculum.

Academic Achievement Record (Transcript)

The academic achievement record (transcript) shall serve as the academic record for each student and shall be maintained permanently by the District.

Any credit earned by a student must be recorded on the academic achievement record (transcript), regardless of when the credit was earned.

Advanced Studies Grading System for High School

Advanced Placement, OnRamps, and dual credit courses may require an alternate grading system due to the rigor of the course and the established requirements as noted through dual credit articulation agreements or College Board approved syllabi. Guidelines for maximum grade weights, minimum/maximum grade reported, calculation of semester average, and calculation of yearlong average apply for advanced studies courses.

Courses are weighted when figuring class rank; however, actual grades earned will appear on all report cards and transcripts. In order to receive weighted points at the semester for a dual credit, OnRamps, AP, or Pre-AP course, the student must be enrolled in the advanced course for the entire semester and fulfill all requirements for the course. If the course is dropped within a semester, the un-weighted grade transfers to the new class.

Advanced Studies Tuition and Fees

The student is responsible for the cost of all tuition and fees for Advanced Placement, OnRamps, and dual credit courses. Students are urged to review payment requirements and information carefully during the course selection and registration process. Financial assistance for tuition and fees may be available for students who demonstrate financial need. Please see the high school counselor for additional information.

Dual Credit Grade Conversion

A student who earns credit in high school through articulated dual credit shall receive the numerical grade that was earned in the course. A student who earns credit in high school through articulated dual credit for which a letter grade is assigned shall receive a weighted numerical grade average in accordance with the following conversion scale:

A+ = 97	B+ = 87	C+ = 79	D+ = 74	F = 69
A = 94	B = 84	C = 77	D = 72	
A- = 90	B- = 80	C- = 75	D- = 70	

Dual Credit Grade Reporting

Lago Vista ISD provides opportunities for students to earn college credit through the UT-Austin OnRamps college credit program and the Austin Community College dual credit program. In order to enroll in the college credit courses, students must meet eligibility and enrollment requirements at the participating college.

Students enrolled in UT-Onramps courses will have grades automatically reported through the course instructor. Students enrolled in ACC dual credit courses must submit an official transcript to the District in order to receive high school credit if they do not allow ACC to report the credit for them.

Attendance

Unless credit is awarded by the attendance committee, or regained in accordance with a principal's plan [see policy FEC], a student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered. [See policy EI for additional information.]

Calculation of Semester Average

All secondary courses will calculate and report a semester average. Calculated averages reported on progress reports or report cards may not exceed 100%. Grades recorded in a grade book represent a confidential record for assessment of student performance

1st Semester Grade: The semester average is determined using the nine-week averages and the semester/final exam.

- 1st Nine-Week Average = 40%
- 2nd Nine-Week Average = 40%
- Semester/Final Exam = 20%

2nd Semester Grade: The semester average is determined using the nine-week averages and the final exam.

- 3rd Nine-Week Average = 40%
- 4th Nine-Week Average = 40%
- Final Exam = 20%

Calculation of Yearlong Average for Middle and High School Courses

For a two-semester course in which both semesters are completed in the same school year, the semesters will be averaged together. If the final grade averages to 70% or higher, full credit will be awarded. Half credit will be awarded each semester.

- 1st Semester = 50%
- 2nd Semester = 50%

Credit for High School Courses

Credit for courses for high school graduation may be earned only if the student received a grade equivalent to 70 on a scale of 100, based upon the essential knowledge and skills of each course.

Partial Credit

When a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters is lower than 70, the District shall award the student credit for the semester with the passing grade. The student shall be required to retake only the semester in which he or she earned the failing grade.

Grade Averaging

For a two-semester course, each semester's grade stands on its own; however, a final passing grade will be awarded if the average of both semesters is at least 70%. Students transferring in during the spring semester with a failing grade in the fall semester of the same academic year may receive a passing grade for the year under this policy.

When a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters is lower than 70%, the District shall award the student credit for the semester with the passing grade. The student will be required to retake the semester in which he or she earned the failing grade.

Grading Categories

Students will receive daily grades, formative assessment grades, and major grades. These types of grades are weighted appropriately for the grade-level.

“Daily Grades” occur during the stage of learning in which students are forming their understanding of the concepts being taught. These learning activities reinforce and/or extend the learning process and content from the classroom.

“Formative Assessments” serve as meaningful applications of concepts and skills during the learning process. Grades in this category reflect a student’s progress towards content standards, benchmarks, and essential understandings. These learning activities inform the teacher about the learning progress of a student.

“Major Grades” occur at a point in the learning where the teacher is assessing and evaluating mastery of the concepts being taught. Grades in this category reflect a student’s mastery of content standards, benchmarks, and course essential learning results.

Grading Category Weights

All nine-week averages shall be calculated on a percentage system for each type (category) of assignment.

High School (Grades 9-12)

- Daily = 20% - minimum of 9 required per 9 weeks*
- Formative Assessment = 35% - minimum of 6 required per 9 weeks*
- Major Grades = 45% - minimum of 3 required per 9 weeks

* *At least 3 of the formative and/or daily assignments will be a writing assignment.*

***Please note: The above recommendations represent the minimum requirements, and teachers may provide additional assessments and assignments at their discretion.*

Grading - Extra Credit

Extra credit is permitted as an option for the teacher. However, the maximum grade of a nine-week average is 100. Extra credit must be related to the TEKS in that subject. Extra credit may not be given for clerical tasks such as giving a student "100" for returning a report card or progress report.

- All extra credit is to be academic and relevant to the course.
- The intent of extra credit is for enrichment, not to gain mastery of the TEKS.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
- Extra credit may not increase a student's overall grade in a grading period by more than 1 percentage point.

Late Work

Students are expected to submit work on time, unless other arrangements have been made. If a student misses a class, but is in school that day, the assignment is due that day. All late work will be assessed a grade penalty.

1. Work that is one day late will be evaluated on the basis of 80% of its value.
2. Work that is two days late will be evaluated on the basis of 50% of its value.
3. Assignments received three days late or after, but prior to the summative assessment covering the content of the assignment, will receive 50% of its value.
4. Assignments received three or more days late and after the summative assessment covering the content of the assignment, will receive a zero. If received after the third day, late assignments are not eligible to be redone.

Make-Up Work

Students are expected to make up assignments and tests after absences. **Students are responsible for obtaining and completing make-up work.**

1. A student will be given three calendar days for each day of absence to make up missed assignments. In cases of prolonged absence, other arrangements may be made with principal approval.
2. If a student does not complete the work assigned after the allotted number of days has passed, the student will receive a zero for the assignment. The student will not be permitted to re-do daily assignments or homework for which he/she receives a zero.
3. Students who miss work due to a school-sponsored event (such as UIL athletics and academic competitions) are expected to contact teachers *ahead of time* to make arrangements for receiving and completing missed work.

Students will be permitted to make up tests and to turn in projects missed because of an absence. Teachers may assign a late penalty to any long-term project in accordance with timelines previously communicated to students.

Maximum Weight of a Grade

When calculating a nine-week average, no single assignment/assessment grade may count more than 20% of the total average regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on progress reports or report cards may not exceed 100%.

Maximum Grade Reported

Grades for assignments will be based on relative mastery. Teachers are not required to give a minimum grade on an assignment that does not reflect the quality of the student's work. The teacher will record in their grade book actual grades earned by the student. The actual grade earned on any assignment may exceed 100%; however, the calculated average on a progress report and/or report card may not exceed 100%.

Re-do/Re-test Policy

We encourage students to use feedback provided by grades by reflecting on their mistakes and using it to improve their understanding of concepts being assessed. Please understand that the re-do/re-test option is not a free pass for students not to study or to turn in carelessly completed work. In order for a student to have this opportunity, they must do something to show the teacher that they are committed to improving their performance. This might include additional time with the teacher, extra practice assignments, or making corrections on previously completed work. A student may earn up to a 79% on a re-test or re-do of an assignment. Students may not redo daily grades for which they received a zero.

Daily Grades

1. Students who receive a 79% or lower on a daily assignment will have **one** opportunity to re-do an equivalent assignment, as determined by the teacher, for a maximum grade of 79%. Students may not re-do assignments for which they received a zero due to not completing or turning it in.
2. **Students must initiate the process to re-do an assignment.** Emailed requests from parents to re-do an assignment will not be accepted.

3. **Students must complete the “re-do” assignment in the calendar week after the failing grade was earned.** (For example, whether a student earns a failing grade on Tuesday or Friday, they must complete the re-test by the end of the following week. This is the case, even in the event of “short” weeks containing fewer than 5 days.)
4. Assignments may be given as a home assignment or redone at school. The teacher will determine which option is most appropriate for each assignment.
5. A student may earn up to a 79% on their re-do of the assignment.
6. A student may not earn a grade lower than the original grade.

Major Grades

1. Students who receive a 79% or lower on a test have **one** opportunity to re-test after completing a mandatory tutorial or alternative study assignment provided by the teacher.
2. **Students must initiate the process to re-test.** Emailed requests to re-test will not be accepted.
3. **Students must complete both the tutorial and re-test in the calendar week after the failing grade was returned to the student.** For example, whether a student earns a failing grade on Tuesday or Friday, they must complete the re-test by the end of the following week. This is the case, even in the event of “short” weeks containing fewer than 5 days.)
4. **It is up to the student to arrange a time to attend a tutorial and to re-test.** Teacher tutorial times are published on their websites. Teachers may schedule other times at their convenience.
5. The teacher will determine the best format for re-testing (a new assessment, test corrections with written justifications, an essay, etc.).
6. A student may earn up to a 79% on a re-test.
7. The student may not earn a grade lower than the original grade.
8. Semester exams are summative assessments and are not eligible for re-testing. Seniors who are passing a class for the year prior to the final exam may be allowed to retake the final exam if their grade on the final causes them not to earn credit for the class for the year. The senior student may earn up to a 70% on this final examination retest.

Science Labs

Laboratory work varies greatly based on the student learning objectives from simple discovery activities to full inquiry projects. Accordingly, labs will be graded under the category (daily, quiz, major) that is most appropriate for the level of rigor required.

Semester/Final Exams

Semester/final exams are administered in all secondary courses at the end of the fall and spring semesters. Semester/final exams must be representative of the work of all prior instruction. Any exceptions to this policy for the administration of Semester/final exams must be made with principal approval.

Teachers may only administer a semester exam on the scheduled date at the scheduled time. Semester examinations will NOT be administered early. If a student is unable to attend on the

date of an exam, he/she will need to make arrangements with the campus principal to take a make-up examination.

Second Semester Exam Exemptions for Juniors and Seniors

Juniors and seniors at Lago Vista High School with no outstanding fines or monetary obligations may be exempt from a final (second semester ONLY) exam if they meet the following criteria and follow the guidelines as written below:

Attendance Criteria

Eligible students may qualify for second semester final exam exemptions based on the following criteria:

- EXEMPT 3 FINALS - Perfect Attendance during the second semester in ALL CLASSES
- EXEMPT 2 FINALS - NO MORE THAN 1 DAY ABSENT TOTAL in the second semester
- EXEMPT 1 FINAL - NO MORE THAN 2 DAYS ABSENT TOTAL in the second semester

A student who has more than 6 absences per period in any class for the year may not exempt ANY exams.

Grade Criteria

Any student seeking an exam exemption must have at least an 80% semester average and a 75% final (yearly) average in the class the student is seeking to exempt.

Guidelines

- Exempting a final exam does not entitle a student to be absent on the day or period of the final. Students must still attend classes, regardless of exemptions earned. Students absent during finals will lose their exemptions in accordance with the above exemption criteria.
- For the sake of exemptions, any attendance disputes must be addressed and resolved with the attendance clerk within 3 school days of the absence or tardy.
- It is the responsibility of the student to pick up, fill out, and return the exemption form to the attendance clerk by the stated time and date on the form. No exceptions will be made.
- The following absences do not affect exemption status:
 1. Medical appointments which are documented with a doctor's note furnished to the attendance office upon return to school;
 2. Funeral for immediate family members up to 3 days;
 3. School functions;
 4. Religious holidays;
 5. Military deployment of an immediate family member;
 6. Required court dates; or
 7. College visit days (up to 2 per academic year).

HIGH SCHOOL RANK AND GPA

Class Rank

Class rank shall be determined by averaging all semester grades earned in grades 9–12. Courses taken in middle school for state graduation credit shall also be used for class rank calculation. Grades transferred from other schools shall be credited in conformity with the course descriptions approved for the established grading system.

Schedule of Rank Calculations

Class rank and grade point average for high school students in Lago Vista ISD shall be determined by a weighted grade point system using semester grades earned in grades 9- 12. The semester grades shall be converted using a grade point scale. The District shall calculate class rank according to the schedule that follows.

The District shall calculate rank at the end of the spring semester of the junior year.

For the purpose of applications to institutions of higher education, the District shall calculate rank before the 14th day after the last day of the fall semester of the senior year, as required by state law.

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate final class rank at the end of the third nine-week grading period of the senior year. The grade for the third nine-week grading period shall be used as the semester grade for this purpose.

Final Class Rank

Final class rank shall be calculated at the end of the third nine-week grading period of the senior year. The grade for the third nine-week grading period shall be used as the semester grade for this purpose. Final class rank is used in determining class rank, valedictorian, salutatorian, honor graduates, and top ten percent.

Exceptions for Class Rank

The calculation of class rank shall exclude grades earned in:

- Band;
- Physical education, athletics, or any academic course substituted for physical education;
- Any type of student aide elective;
- Courses receiving a pass/fail grade;
- Local credit courses;
- Courses for which credit is earned through credit by examination, with or without prior instruction;
- Distance learning/online courses, unless the grade is earned in a TxVSN course or in a distance learning/online course offered through the District;
- Courses taken for credit recovery;

- Courses taken during summer school; and
- Courses taken in any non-accredited school, including homeschool.

[See Policy EIC(LOCAL)]

Weighted Grade Point Average Scale

The District uses a weighted GPA scale to calculate class rank. Advanced Placement, Dual Credit, OnRamps, Pre-AP, and other eligible courses listed in policy shall receive extra weight. [See Policy EIC(LOCAL)]

Calculating Grade Point Average

The student’s GPA is weighted and is calculated using semester grades in grades 9-12. Courses completed in middle school for which high school credit is awarded shall count in the student’s GPA. The student’s GPA is cumulative and all subjects taken shall be used in computing GPA except band, physical education, athletics, grades received for service as an office aide, and “pass-fail” or local credit courses, such as Academic Lab, and other exceptions noted above. Weighted categories are assigned to high school courses. This category is determined by the demands or expectations of a particular class. Some classes receive weighted grade points. Grade point averages are calculated based on the methodology outlined by policy when the student entered high school.

Students Entering High School in 2014-2015 and After

For students entering high school in 2014-2015 and after, the District shall assign weights to grades earned in eligible courses and calculate a weighted numerical grade average and convert the grade averages to a grade point average (GPA), in accordance with the following scale:

<u>Category</u>	<u>Weight</u>	<u>GPA scale</u>
AP with the Examination	multiplied by 1.25	5.00
Dual Credit	multiplied by 1.20	4.80
OnRamps	multiplied by 1.20	4.80
AP without the examination	multiplied by 1.20	4.80
Pre-AP	multiplied by 1.10	4.40
Regular Courses	multiplied by 1.00	4.00

AP Courses: Students Entering High School in 2014-2015 and After

For students who enter high school in 2014-2015 and after, in order to receive the 1.25 weighted GPA multiplier, students enrolled in Advanced Placement (AP) courses are required to take the corresponding AP examination. The student is responsible cost of all fees for

Advanced Placement examinations. Fees are greatly reduced for students with proven financial need as evidenced through the free or reduced lunch program.

For students who enter high school in 2014 and after, any student taking AP classes, but not taking the corresponding exam, will not have fulfilled the requirements to receive the 1.25 GPA multiplier.

Therefore, students taking AP classes will fall under one or more of the following categories:

- A student who registers for and takes the AP exam will have fulfilled the requirements to receive the 1.25 weighted GPA multiplier for both semesters.
- A student who does not pay the AP exam fee by the deadline may choose to remain in the AP class; however, the student will not receive the 1.25 weighted GPA multiplier for either semester, as they will not have fulfilled the requirements to receive the 1.25 GPA multiplier. The student will receive the 1.20 GPA multiplier for both semesters.
- A student who pays for the AP exam fee but who drops the course at any point during the year will not receive the 1.25 weighted GPA multiplier for either semester. If any credit is earned, the student will receive the 1.20 GPA multiplier.
- A student who fails to show up to take the AP exam will not earn the 1.25 GPA multiplier for either semester. There will be no refunds for exam fees due to “no-shows” for the test. The student will also be responsible for the Unused Exam Fee. If any credit is earned, the student will receive the 1.20 GPA multiplier.
- A student who does not pay for or take the corresponding AP exam will not have fulfilled the requirements to receive the 1.25 GPA multiplier. If any credit is earned, the student will receive the 1.20 GPA multiplier.

Automatic Admission to Texas Public University for Top 10%

Top students in Texas are eligible for automatic admission to any public university in Texas under state admissions policies. Under House Bill 588 passed by the 75th Legislature in 1997, students who are in the top 10 percent of their graduating class are eligible for automatic admission to any public university in Texas. However, SB 175 caps the number of students admitted under the top 10% law to 75% at UT Austin; thus, acceptance rates will vary. The University will determine the acceptance rate.

In accordance with Title 19 Texas Administrative Code (TAC), §5.5(e), high school rank for students seeking automatic admission to a general academic teaching institution on the basis of class rank is determined and reported as follows:

1. Class rank shall be based on the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline.
2. The top 10 percent of a high school class shall not contain more than 10 percent of the total class size.
3. The student’s rank shall be reported by the applicant’s high school or school district as a specific number out of a specific number total class size.
4. Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate.

Class Rank GPA Multiplier Chart for Students Entering 9th Grade in 2014 and After

Actual Grade	Un-weighted GPA	1.0 General Education	1.1 Pre-AP	1.2 Dual Credit/ OnRamps/ Advanced Placement*	1.25 Advanced Placement w/Exam
100	4.0	4.0	4.40	4.80	5.00
99	3.9	3.9	4.29	4.68	4.88
98	3.8	3.8	4.18	4.56	4.75
97	3.7	3.7	4.07	4.44	4.63
96	3.6	3.6	3.96	4.32	4.50
95	3.5	3.5	3.85	4.20	4.38
94	3.4	3.4	3.74	4.08	4.25
93	3.3	3.3	3.63	3.96	4.13
92	3.2	3.2	3.52	3.84	4.00
91	3.1	3.1	3.41	3.72	3.88
90	3.0	3.0	3.30	3.60	3.75
89	2.9	2.9	3.19	3.48	3.63
88	2.8	2.8	3.08	3.36	3.50
87	2.7	2.7	2.97	3.24	3.38
86	2.6	2.6	2.86	3.12	3.25
85	2.5	2.5	2.75	3.00	3.13
84	2.4	2.4	2.64	2.88	3.00
83	2.3	2.3	2.53	2.76	2.88
82	2.2	2.2	2.42	2.64	2.75
81	2.1	2.1	2.31	2.52	2.63
80	2.0	2.0	2.20	2.40	2.50
79	1.9	1.9	2.09	2.28	2.38
78	1.8	1.8	1.98	2.16	2.25
77	1.7	1.7	1.87	2.04	2.13
76	1.6	1.6	1.76	1.92	2.00
75	1.5	1.5	1.65	1.80	1.88
74	1.4	1.4	1.54	1.68	1.75
73	1.3	1.3	1.43	1.56	1.63
72	1.2	1.2	1.32	1.44	1.50
71	1.1	1.1	1.21	1.32	1.38
70	1.0	1.0	1.10	1.20	1.25

*Students who enroll in Advanced Placement courses, but do not take the Advanced Placement exam will receive the 1.20 weighted GPA multiplier.

Transfer Credit

A student who transfers into the District high school shall receive similar credits counted toward the GPA or weighted numerical grade average according to the list of courses offered in the District and the grade point scale or weighted numerical grade average used for credit earned in the District.

Students transferring into the District from a school with a comparable grading scale shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

A+ = 97	B+ = 87	C+ = 79	D+ = 74	F = 69
A = 94	B = 84	C = 77	D = 72	
A- = 90	B- = 80	C- = 75	D- = 70	

Transfer Credit for Independent Co-Enrollment College Courses

Students in high school may elect to independently enroll in courses for college credit outside of the regular school day (in the evenings, on the weekend, during the summer, or through distance learning). High school credit may be earned for pre-approved academic courses only if the student obtains prior administrator approval in accordance with District guidelines. High school courses with a STAAR/EOC examination are not eligible for transfer credit through independent college enrollment.

After administrator approval prior to taking the course and subsequent receipt of a passing grade, the student must arrange for an official college transcript carrying the final grade to be sent from the college to the high school counselor for evaluation before transfer credit can be awarded and added to the student's academic achievement record. It is the student's responsibility to request a transcript to be sent to LVHS. All tuition and associated fees for independent enrollment college courses are the responsibility of the student.

Students will receive regular course weight for transfer credits earned through independent enrollment in college courses. Weighted credit is only awarded for articulated dual credit courses offered through the District and coordinated by the campus. [See the LVISD High School Course Guide for a list of courses approved for transfer credit through independent co-enrollment.]

Co-Enrollment for College Credit Only

Credit earned through co-enrollment in unapproved courses counts only for college credit. Co-enrollment courses do not appear on a student's high school transcript, do not count for high school graduation, and are not used to determine grade point average (GPA). The Texas Legislature has approved 42 core lower-division course credit hours that will transfer to any Texas public college or university. This list can be found on the Austin Community College website.

COLLEGE ENTRANCE EXAMS

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT and more information can be obtained on these assessments from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the District as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

HIGH SCHOOL GRADUATION REQUIREMENTS

Requirements for a High School Diploma

To receive a high school diploma from the District, a student enrolled in high school prior must successfully:

- Complete the required number of credits established by the state and any additional credits required by the District;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.

Testing Requirements for Graduation

Students will take the State of Texas Assessments of Academic Readiness (STAAR) exam at the end of English I, English II, Algebra I, Biology, and U.S. History. In order to graduate, a student must meet or exceed the passing score on each STAAR EOC assessment. The performance standard needed to meet the testing requirement for graduation is based on the performance standard in place when students take their first EOC test and will apply to all five EOC assessments.

STAAR EOC retest opportunities will be available for students needing to retest. Students who, upon completion of Grade 11, are unlikely to pass one or more EOCs shall be required to enroll in a corresponding content-area preparatory class and take an end-of-course assessment for that course. Retests will be offered during the summer, fall, and spring administrations of STAAR. Specific substitutions for EOCs are allowed and include AP, IB, PSAT, ACT-PLAN, SAT, and ACT scores. It is the student's responsibility to check with their counselor to determine if he/she is eligible for a substitution. The ARD committees shall determine whether students receiving special education services are required to pass EOCs to receive a high school diploma.

A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC) determination. In order to be eligible for IGC consideration, the student must continue to retest at every eligible opportunity.

Individual Graduation Committee for Students Who Fail to Meet Testing Requirements for Graduation

For each 11th or 12th grade student who has failed to comply with the end-of-course (EOC) assessment instrument performance requirements under Education Code 39.025 for not more than two courses, the District shall establish an IGC at the end of or after the student's 11th grade year to determine whether the student may qualify to graduate. A student may not qualify to graduate before the student's 12th grade year. A student may graduate by means of an IGC if the student has qualified for an IGC and the IGC convened prior to September 1, 2017.

The District may not establish an initial IGC for eligible students during the summer (after June 10 or before the start of the next school year). Once the IGC has been established, it is the original IGC for that student.

In order for a student to be included as a graduate in the District's graduation data in the school year in which the student meets the requirements provided by law to graduate under IGC provisions, an IGC must make a decision to award a diploma no later than August 31 immediately following that school year. A student who graduates as a result of an IGC decision after August 31 shall be reported in the subsequent year's graduation data.

If a student leaves a district after an original IGC has been established and before that original IGC awards a high school diploma to the student, any other district that later enrolls the

student shall request information from the student's original IGC of record and shall implement the original IGC recommendations to the extent possible.

The IGC shall be composed of:

1. The principal or principal's designee;
2. For each EOC assessment instrument on which the student failed to perform satisfactorily, the teacher of the course;
3. The department chair or lead teacher supervising the teacher(s) above; and
4. As applicable:
 - a. The student's parent or person standing in parental relation to the student;
 - b. A designated advocate if the parent is unable to serve; or
 - c. The student, at the student's option, if the student is at least 18 years of age or is an emancipated minor.

The District shall provide an appropriate translator, if available, for a parent, advocate, or student who is unable to speak English. In the event that the teacher identified in item 2 above is unavailable, the principal shall designate a teacher certified in the subject of the EOC assessment on which the student failed to perform satisfactorily and who is most familiar with the student's performance in that subject area as an alternate member of the committee. In the event that the student's parent or person standing in parental relation to the student is unavailable to participate in the IGC, the principal shall designate an advocate with knowledge of the student to serve as an alternate member of the committee.

IGC Curriculum Requirements

To be eligible to graduate and receive a high school diploma from the IGC, a student must successfully complete the curriculum requirements required for high school graduation.

Additional Requirements

A student's IGC shall recommend additional requirements by which the student may qualify to graduate, including additional remediation; and for each EOC assessment instrument on which the student failed to perform satisfactorily:

1. The completion of a project related to the subject area of the course that demonstrates proficiency in the subject area; or
2. The preparation of a portfolio of work samples in the subject area of the course, including work samples from the course that demonstrate proficiency in the subject area.

A student may submit to the IGC coursework previously completed to satisfy a recommended additional requirement.

In determining whether a student is qualified to graduate, the committee shall consider the criteria at Education Code 28.0258(h) and any other academic information designated for consideration by the board. After considering the criteria, the committee may determine that the student is qualified to graduate. A student may graduate and receive a high school diploma on the basis of the committee's decision only if the student successfully completes all additional requirements recommended by the committee, the student meets applicable curriculum requirements, and the committee's vote is unanimous. The decision of a committee is final and may not be appealed.

Special Education Students

A student receiving special education services is not subject to the IGC requirements. As provided in 19 Administrative Code 89.1070 and 19 Administrative Code 101.3023, a student's ARD committee determines whether a student is required to achieve satisfactory performance on an EOC assessment to graduate.

A student receiving special education services who successfully completes the requirements of his or her IEP, including performance on a state assessment required for graduation, shall receive a high school diploma. A student's admission, review, and dismissal (ARD) committee shall determine if the student will be required to meet satisfactory performance on an assessment for purposes of graduation.

Foundation Graduation Program

Students enrolled in high school in the 2014–2015 school year and after graduate under the Foundation High School program. The District credit requirements under these programs are listed below.

Foundation High School Program (FHSP) Only

A student can graduate under a Distinguished Level of Achievement if they complete the FHSP with an endorsement and complete Algebra II. Qualification for Automatic Admission (top 10%) to Texas state colleges and universities requires students to complete the Distinguished Level of Achievement.

The District requires completion of 6 credits (28 credits total) in addition to the number required by the state for graduation under the Foundation High School Program without an endorsement. Graduation under the Foundation High School Program without an endorsement shall be permitted only as authorized under state law and rules.

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

Foundation High School Program (FHSP) with Endorsement

The FHSP with an endorsement requires a minimum of 26 credits. Students must choose an "Endorsement," or area of concentration, upon entering the ninth grade. Achieved endorsements will be noted on high school diplomas. Students can earn an endorsement by successfully completing the "Program of Study" requirements in the endorsement areas. Please see the specific course requirements for each program of study area listed in the LVISD High School Course Guide.

The District requires completion of 2 credits (28 credits total) in addition to the number required by the state for graduation under the FHSP with an Endorsement.

Foundation with Endorsement/Distinguished Level of Achievement

A student can graduate under a Distinguished Level of Achievement if they complete the FHSP with an endorsement and have achieved a math level of Algebra II. Qualification for Automatic Admission (top 10%) to Texas state colleges and universities requires students to complete the Distinguished Level of Achievement.

The District requires completion of 2 credits (28 credits total) in addition to the number required by the state for graduation under the foundation program with the distinguished level of achievement.

Performance Acknowledgements

Students graduating on the Foundation High School Program can earn Performance Acknowledgements on their transcript and diploma for outstanding performance in a dual credit course; in bilingualism and bi-literacy; on a college AP exam or IB exam; on the PSAT, ACT-PLAN, SAT or ACT; and by earning a nationally or internationally recognized business or industry certification or license.

Bilingualism and Bi-literacy Performance Acknowledgement

A student may earn a Performance Acknowledgement on the student's diploma and transcript for outstanding performance in bilingualism and bi-literacy by demonstrating proficiency in accordance with LVISD grading policy in two or more languages by:

1. Completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100, and
2. Satisfying one of the following:
 - Completion of a minimum of 3 credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - Demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - Completion of at least 3 credits in a foundation subject area course in a language other than English with a minimum of 80 on a scale of 100; or
 - Demonstrated proficiency in one or more languages other than English through one of the following methods:
 - A score of 3 or higher on a College Board AP exam for a language other than English; or
 - A score of 4 or higher on an IB exam for a higher-level language other than English course; or
 - Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.

In addition to meeting the requirements to earn a Performance Acknowledgement in bilingualism and bi-literacy, an English language learner must also have participated in and

met the exit criteria for a bilingual or English as a Second Language (ESL) program and scored at the Advanced High level on the TELPAS.

Dual Credit Performance Acknowledgement

A student may earn a Performance Acknowledgement on the student's diploma and transcript for outstanding performance in a dual credit course by successfully completing:

1. At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of 3.0 or higher on a scale of 4.0, or
2. An associate degree while in high school.

AP Performance Acknowledgement

A student may earn a Performance Acknowledgement on the student's diploma and transcript for outstanding performance on an AP exam by earning a score of 3 or above on at least one AP exam.

PSAT, the ACT-PLAN, the SAT, or the ACT Performance Acknowledgement

A student may earn a Performance Acknowledgement on the student's diploma and transcript for outstanding performance on the PSAT, the ACT-PLAN, the SAT, or the ACT by:

1. Earning a score on the PSAT that qualifies the student for recognition as a commended scholar or higher by the College Board and National merit Scholarship Corporation, as part of the National Hispanic Recognition Program of the College Board; or
2. Achieving the college readiness benchmark score on at least two of the four subtests on the ACT-PLAN exam;
3. Earning a combined reading and mathematics score of at least 1250 on the SAT; or
4. Earning a composite score on the ACT exam of 28 (excluding the writing sub-score).

Business or Industry Certification or License Performance Acknowledgement

A student may earn a Performance Acknowledgement on the student's diploma and transcript for earning a nationally or internationally recognized business or industry certification or license with:

1. Performance on an exam or series of exams sufficient to obtain a nationally or internationally recognized business or industry certification, or
2. Performance on an exam sufficient to obtain a government-required credential to practice a profession.

Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skill standards promulgated by a nationally or internationally recognized business, industry, professional, or governmental entity representing a particular profession or occupation that is issued by or endorsed by:

- A national or international business, industry, or professional organization, or
- A state agency or other governmental entity, or
- A state-based industry association.

Certifications or licensures for performance acknowledgements shall:

- Be age appropriate for high school students;
- Represent a student's substantial course of study and/ or end-of-program knowledge and skills;
- Include an industry recognized exam or series of exams, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and
- Represent substantial knowledge and multiple skills needed for successful entry into a high skill occupation.

Personal Graduation Plans for Students Under The Foundation Graduation Program

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. The District encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement.

Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement. A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Transfer Students

A student who enrolls in the District and is classified as a senior may be permitted to graduate with fewer than the number of credits required by the District, as determined by the campus principal. However, the student must have at least the number of credits required by the state for graduation. [See policy EIF.]

OTHER GRADUATION AND COMMENCEMENT INFORMATION

Participation in Commencement Activities

Candidates for graduation shall not participate in commencement exercises or be awarded a high school diploma until the principal certifies the student has:

1. Met the requirements for the graduation (this includes successful mastery of the state STAAR EOC exams). (Note: Candidates whose work is incomplete will be given their diplomas only when it is determined that work has been satisfactorily completed. Seniors who expect to graduate after taking summer school do not participate in the graduation/commencement ceremony).
2. Met all attendance requirements.
3. Completed all disciplinary consequences.
4. Paid all financial obligations.
5. Participated in at least one LVHS graduation practice.

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments will not be allowed to participate in graduation activities. The final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Preparation for Graduation

Students are encouraged to meet on a regular basis with their counselor in preparing a graduation plan and checking on progress toward fulfilling the academic requirements for graduation. The ultimate responsibility for ensuring that all requirements are met rests with the student and his/her parents.

Available Course Options for All Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. Please be aware that not all courses are offered and are contingent upon student interest and availability of staff. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about other alternatives.

Certificates of Coursework Completion

A student who completes all graduation requirements except for required end-of-course assessment instruments may be issued a certificate of coursework completion. The academic achievement record (transcript) shall include a notation of the date a certificate of completion was issued to the student. [See policy FMH for information about participation in the graduation ceremony.]

Early Graduates

To be eligible to graduate early, a student shall complete all coursework and exit-level testing required of the ninth grade class in which he or she begins high school.

A student who completes the high school program requirements in fewer than four years shall be ranked in the class with which he or she actually graduates. An early graduate who completes coursework during the summer after commencement and final rank calculations shall be ranked with the class graduating at the end of the upcoming academic year.

Early graduates shall not be eligible for valedictorian or salutatorian honors. [See Policy EIC(LOCAL)]

Students with Disabilities

The District shall issue a certificate of attendance to a student who receives special education services and who has completed four years of high school but has not completed the student's individualized education program (IEP). The District shall allow a student who receives a certificate of attendance to participate in a graduation ceremony with students receiving high school diplomas. A student may participate in only one graduation ceremony under this provision. This provision does not preclude a student from receiving a diploma if the student successfully completes an IEP. [See Texas Education Code 28.025(f)]

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank using grades available at the time of calculation at the end of the third nine-week grading period of the senior year. The grade for the third nine-week grading period shall be used as the semester grade for this purpose.

All eligible students whose rank point averages comprise the top ten percent of the graduating class as determined by the District's class rank procedure described in this policy shall be recognized at graduation. The residency requirement necessary for valedictorian and salutatorian shall not be applicable to these students. [See Policy EIC(LOCAL) and EIC(LEGAL)]

The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

Valedictorian & Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking as determined by the District's class ranking procedure described in policy EIC(LOCAL).

In order to be awarded valedictorian and salutatorian honors, students must complete the Foundation and at least one endorsement.

To be eligible for the local graduation honor of valedictorian or salutatorian, a student must also have been continuously enrolled in the District high school for the three semesters immediately preceding graduation.

Breaking a Tie

In cases of a tie in weighted grade point averages (GPAs) or weighted numerical grade averages as appropriate to the student's graduating class, among the top two academically ranked students, the following methods shall be used to determine who shall be recognized as valedictorian:

1. The weighted GPA or weighted numerical grade average shall be computed to a sufficient number of decimal places until the tie is broken;
2. If a tie remains, the District shall compare the scores on college entrance examinations, provided the students have taken the same examinations;
3. If a tie remains, the District shall recognize the student who completed the most dual credit, Advanced Placement (AP), and OnRamps courses; and
4. If a tie remains, the student with the highest numerical grade average of all dual credit, AP, and OnRamps courses taken shall be declared the valedictorian.

If a tie develops for salutatorian, all students who tie shall be recognized.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies. A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer. [See FNA(LOCAL) and the Student Code of Conduct.]

Honors Addresses at Graduation

The valedictorian and salutatorian shall give an honors address during graduation exercises. The two speeches shall be considered honors addresses at the graduation ceremonies and must be approved by the campus principal.

Conduct Required for Graduation Speeches

To qualify to give a graduation speech, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including removal to a disciplinary alternative education program (DAEP), a three-day suspension, or expulsion during his or her last two semesters.

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year.



Appendix A: Lago Vista ISD UIL Eligibility Waiver Form

Lago Vista ISD values academic rigor and relevance in student course work and upholds higher standards than the UIL in regards to grade exemptions in Honors and Advanced level course work. Students may be granted a waiver if they fail an advanced academic (Pre-AP, AP, OnRamps, or Dual Credit) course with a grade of 60-69 percent. **Students will only be eligible for one waiver for per course per academic year.** All UIL Eligibility Waivers require administrator approval, a parent signature, and approval of the coach/sponsor.

Student Name: _____

Grade Level: _____

I am choosing to use my UIL eligibility waiver for the _____ school year for the Pre-AP/AP/OnRamps/Dual Credit course:

Name of Course

Grade in Course (60 – 69)

Student Signature

Date

Parent Signature

Date

Coach/Sponsor Signature

Date

Once all signatures have been obtained, return this form to your Assistant Principal's office. The office will keep this form on file for the remainder of the school year.

Advanced Class UIL Eligibility Waivers

Students will only be eligible for one waiver per course per academic year.

University Interscholastic League (UIL) Eligibility

Refer to UIL website <http://www.uil-texas.org/files/tea-uil-side-by-side.pdf>

1. 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 academic class (other than an identified advanced 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, other than those that are advanced, and (2) completed the three school weeks of ineligibility.
2. 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 nine-week grading period. Students who pass remain eligible until the end of the next grading period.
3. 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.

TEACHER ACKNOWLEDGMENT FORM

Lago Vista ISD 2018-2019 Grading Guidelines Teacher Acknowledgment Form

My signature acknowledges receipt of my personal copy of the Lago Vista ISD Grading Guidelines via printed or emailed electronic copy. I agree to read the document and abide by the standards, policies, and procedures defined or referenced herein.

I am aware that the Lago Vista ISD Grading Guidelines are available to me online at the District's website located at www.lagovistaisd.net.

I understand that changes in District policy may supersede, modify, or eliminate the information summarized in this manual. As the District provides updated policy or procedures information, I accept responsibility for reading and abiding by the changes.

Teacher Name – Printed

Campus

Teacher Signature

Dates

Signed forms are due to your campus principal on or before September 7, 2018.



Lago Vista Independent School District

Excellence in ALL We Do!

8039 Bar-K Ranch Road
P.O. Box 4929
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(512) 267-8300
www.lagovistaisd.net

It is the policy of Lago Vista Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in any programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. For information about your rights, or grievance procedures, contact Darren Webb, Superintendent, 8039 Bar-K Ranch Road, Lago Vista, TX 78645, 512-267-8300.

Es norma de Lago Vista Distrito Escolar Independiente de no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. Para información sobre sus derechos o procedimientos para quejas, comuníquese con Darren Webb, Superintendente, 8039 Bar-K Ranch Road, Lago Vista, TX 78645, 512-267-8300.