

\*\*\*\*\* **GRADE REPORTING** \*\*\*\*\*

HISD Board Policy EIA (LOCAL) provides that “the Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned. Guidelines for grading shall be clearly communicated to students and parent”.

This policy also provides that “Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student’s performance indicates the level of mastery of the designated District objectives. The student’s mastery level shall be a major factor in determining the grade for a subject or course”.

Teachers are responsible for:

- ◆ Having a fair, valid, and consistent grading procedures;
- ◆ Ensuring that conduct grades are maintained separately from academic grades;
- ◆ Using those procedures to encourage students’ success;
- ◆ Exercising a high degree of professional judgment in evaluating student achievement; and
- ◆ Documenting the resulting grades in the grade book, class record book, or appropriate computer software program files.

In HISD, a person who does not have a college degree or appropriate certification can not officially assign grades for students, even if that person is actively participating in instruction. There must be a teacher of record with appropriate certification or a valid permit to assign and be responsible for the student’s grades. The teacher of record must spend sufficient time in the class to adequately assess a student’s performance and degree of success in mastering the TEKS. A volunteer or hourly lecturer without a degree or appropriate teacher certification may work with an official teacher of record in participating in instruction as long as the teacher of record gives the official grade.

TEC §28.0212 provides that an examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with school district grading policy, as determined **by the board of trustees**. The board’s decision may not be appealed.

The teacher of record must initiate all grade changes and principals must approve any changes. Principals, counselors, or other administrators may not arbitrarily change grades issued by teachers. Grades may only be changed at the school where they were issued. Grade appeals may be addressed to the teacher and the principal. If the parent believes that the teacher has violated HISD or school policies and procedures regarding grading, and the teacher and/or principal do not settle the appeal, the parent may appeal to the appropriate regional superintendent.

### **Sufficient Attendance for Grading**

Cycle grades will be issued for all students enrolled in a course for more than one week at a school using six-week reporting cycles or more than two weeks at schools using nine-week reporting cycles. Students transferring into an HISD school who are enrolled for one week or less in any six week period at a school on a conventional system or two weeks or less in any nine-week period at a school on an accelerated block schedule will be given the grade of the previous school for that grading cycle. Students identified as migrant students must be issued a grade regardless of the length of their enrollment since this must be entered into the state New Generation System.

A student who drops a course after the third week of the semester (15 school days for schools with a conventional schedule or after 6 days for students in schools with 9-week accelerated block schedule) will have a “50 W” recorded on the permanent record or Academic Achievement Record (AAR) for that course. This grade will be used in computing the student’s grade point average and rank in class.

Exceptions to the 15/6-day rule for dropping courses:

- ◆ A student forced to drop a course because of illness or some other circumstance beyond his/her control would have only a “W” recorded. The principal will make the final determination in such cases.
- ◆ All middle and high school homeless and migrant students are exempt from the 15/6-day rule.
- ◆ A student exited from a Pre-AP, AP, Pre-IB, or IB course into a regular section of the same course through the exit process described in the section on Advanced Academics is exempt from this rule. In such cases, grades from the Pre-AP, AP, Pre-IB, IB course should be transferred to the corresponding grading cycle for the regular class the student enters. The student will earn regular, not honors, points for the course and the final ranking will reflect the credit in the regular course.

Grades on Report Cards, Academic Achievement Records, and middle school Permanent Record Cards are reported as numeric scores, not letter grades. The only exceptions are two types of middle school enrichment courses. One type requires only a Pass/Fail indicator; the other requires only conduct grades.

Cycle grades will be reported on a range of **0–100**. Grades recorded in teacher grade books over a grading period may range from **0–100** based on the actual score earned by the student. **The actual grade assigned by the teacher will appear on the report card. Students must be given opportunities to make up or redo a class assignment or examination for which the student received a failing grade.**

Final exams will be reported on a range of **0–100** based on the actual score achieved on the test.

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**Grade averaging routines are as follows:**

When a school restructures its schedule system (e.g., Conventional six weeks to A/B Block nine weeks), school personnel must verify that all student information system (SIS) setup fields are correct. Failure to do so will result in incorrect averages.

	<b>Cycle</b>	<b>Exam</b>
Conventional High School (6 weeks)	25 - 25 - 25	25
Accelerated Block (9 weeks)	75	25
Every Other Day Block (6 weeks)	25 - 25 - 25	25
Every Other Day Block (9 weeks)	40 - 40	20
Middle School - 6 weeks	1/6 per cycle	
Middle School Credit Courses	25 - 25 - 25	25
Middle School - 9 weeks	25 - 25 - 25 - 25	
Middle School Credit Courses	40 - 40	20

Nonacademic considerations such as attendance or participation in extracurricular activities **should not** be used in determining grades.

Scores on the required TAKS may not be used in any way when determining any student's course grade.

Conduct "cuts" in a class should be recorded on the Office **Conduct** Panel in SIS. Under no circumstance may conduct infractions be used to affect the student's academic grade.

All grade averages with a remainder of .5 or above will be rounded off to the next highest number, including 69.5, which rounds off to 70. In order to receive credit for a course, a student must earn an average of 70.0 or better.

If a student exceeds the absence limit for a semester or for the year on an annual promotion course, an asterisk (\*) will appear next to the grade on the report card for the appropriate cycle. The absence limit for all courses will be set at **10%**. This is calculated and posted by the computer, based on the number of days the course is scheduled during the semester. When a student exceeds the unexcused absence limit during the first three grading cycles, an asterisk will appear next to all grades on the report card. This indicates the student has had credit denied due to the accumulation of an excessive number of **unexcused** absences. The asterisk(s) will appear if the student's **unexcused** absences exceed **10%** of the class meetings. **Excused** absences do not apply toward any district policies regarding grading or promotion standards.

The only way a student can pass, if he/she has met the other promotion standards but has unexcused absences exceeding **10%** but less than 25% of class meetings, is to complete a plan approved by the principal. Students with absences in excess of 25% of class meetings must appeal to the campus Attendance Committee to determine that the unexcused absences were due to extenuating circumstances and then recommend promotion TEC 25.092 (a-1). The Attendance Committee's decision is then documented in the SIS. If the Committee denies credit, the student can appeal that decision through the current appeal process: School Attendance Committee, to Principal, to Regional Superintendent, to HISD Student Record Appeals Committee. If credit is denied at each level, the student can then appeal to the HISD Board of Education.

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A school may not adjust the excessive absence limit used to deny credit; however, each school must have a well-publicized system to appeal denial of credit. The asterisk (\*) will continue to appear at each succeeding grading cycle. Even though the grade may be passing, no credit is awarded. A legend appears on the Report Card, Academic Achievement Record, and the middle school Permanent Record Card explaining that if the student has exceeded the absence limit, the student will not receive credit for the course unless the passing average is appealed. If the School Attendance Committee decides to award credit for a passing average with an asterisk (\*), then school personnel will take necessary action to allow the credit to be awarded to the student.

**Whole Course Credit (Composite Grading)**

The TEKS for many courses include objectives covered throughout both semesters the course is offered. Thus, one whole credit can be awarded upon completion of the “B” part of a two-semester course with a grade above 70 under the following conditions: Whole course credit applies to all HISD two-semester sequential courses (designated “A” and “B”). Whole course credit does not apply to any one-semester course. Students whose first semester grade is a 60 or above and whose total points for both semesters is 140 or above are eligible to receive one credit upon successful completion of the second semester with a grade above 70. **A student who fails the second semester is not eligible to receive credit under this rule.** Credit Recovery programs may not be utilized for whole course credit. Students moved from a Pre AP, Pre IB, AP, or IB course into a corresponding regular course for the second semester will not receive quality points for either semester.

**Grading Scale**

Even though all grades will be reported as numeric scores, these scores will still represent various levels of achievement which can be compared to letter grades. The following grading scale will be used in HISD to determine the grade points for each credit course:

NUMERIC AVERAGE	LETTER GRAD EQUIVALENT	GRADE POINTS (HISD POLICY) CREDIT COURSES		
		Quality	Regular	Modified
90 – 100 =	A	5	4	3
80 – 89 =	B	4	3	2
75 – 79 =	C	3	2	1.5
70 – 74 =	D	2	1	1
Below 70 =	F	0	0	0

Grade points are significant in that they are used to determine a student's grade point average and subsequently his/her rank in class. Courses designated as Pre AP/AP, and Pre IB/IB, receive quality grade points for As, Bs, Cs, and Ds. Grade Point Averages are determined by adding the total number of grade points accumulated in high school credit courses by a student in grades 7 through 12 and dividing by the total number of credit courses that the student has taken (unless the school has been granted a waiver from HISD Board Policy). The HISD GPA is a 4.0 weighted GPA.

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Grades must be recorded in teachers' grade books only as **numeric** scores. Letter grades may be marked on individual student assignments, but the teacher must also indicate the numeric value assigned to that letter grade (e.g., B/82). The following conversion table should be used to convert the letter grades to numeric equivalents:

<b>A+</b>	<b>=</b>	<b>98</b>	<b>D+</b>	<b>=</b>	<b>74</b>
<b>A</b>	<b>=</b>	<b>95</b>	<b>D</b>	<b>=</b>	<b>72</b>
<b>A-</b>	<b>=</b>	<b>92</b>	<b>D-</b>	<b>=</b>	<b>70</b>
<b>B+</b>	<b>=</b>	<b>88</b>	<b>F</b>	<b>=</b>	<b>60</b>
<b>B</b>	<b>=</b>	<b>85</b>	<b>0</b>	<b>=</b>	<b>0</b>
<b>B-</b>	<b>=</b>	<b>82</b>			
<b>C+</b>	<b>=</b>	<b>79</b>			
<b>C</b>	<b>=</b>	<b>77</b>			
<b>C-</b>	<b>=</b>	<b>75</b>			

On transcripts of students who transfer into HISD from another district, the registrar/records clerk may use either the above HISD conversion table or the conversion table on the transcript of the student's previous school. Consideration should be given as to which system is fairer to the student.

If a student enters HISD from a private school or a district outside of Texas, he may have grades based on a different grading scale. For example, in HISD a grade of 90-100 equates to a letter grade of **A**. Another district outside of the state may use a range of 93-100 to represent an **A** and 86-92 to represent a **B**. If a student's report card shows a **B** as the grade in a particular subject but a numeric grade of 91 is also indicated, the numeric grade should be recorded as the student's transfer grade.

Also, if a transfer student's grade is below 70, but the sending school's grading scale indicates it to be a passing average, the student should be given credit for the course and awarded one (1) grade point.

### Final Examinations

- ◆ No final examination will be required in any course in which credit is not awarded. The final average in such courses will be computed from the cycle grades.
- ◆ In HISD, a final examination will be required in all state and local credit courses, including PE and electives, except second semester seniors who qualify for an exemption.

To be exempted from final examinations, second semester senior students must have:

- ▶ **Senior** classification
  - ▶ 85 average or better in course
  - ▶ S or E conduct average
  - ▶ No more than three (3) total absences
- ◆ A student who is awarded an exemption from any final exam is **not** counted present for ADA funding purposes, even though the student is not required to be in attendance when the exam is given.
  - ◆ Under no circumstance will a student be allowed to retake a final examination to improve his grade.
  - ◆ The grade averaging routines described at the beginning of this section and in the section on summer school will apply to all high school courses that are required to include a final examination grade.
  - ◆ *The HISD Code of Student Conduct* indicates that it is a disciplinary infraction to cheat or copy another student's work in class. Therefore, students who are found to be cheating on their final exams should be given a zero on the exam. The results of their cheating need to be very carefully explained to them. Present guidelines mandate the computation of the final examination grade into the final grade. If a student is found to be cheating on the final examination and given a zero, the zero will be averaged in as zero and will have a significant impact on the final grade in the course.

This rule on cheating applies to all schoolwork. A student found cheating on any assignment or test will be given a zero.

### Virtual School Grade Procedures

The Virtual School teacher conducts the Virtual School grading with input taken from a campus-based mentor teacher if the Virtual School course is being taken through a “home” school. Each semester completion grade will be determined based on two factors:

- ◆ Demonstration of mastery of the TEKS through a **Quality of Work** grade. This will include all coursework submitted to the instructor and also posted class discussions. This grade will be 75% of the semester grade to be reported on the report card.
- ◆ Demonstration of mastery of the TEKS through a **final examination** to be proctored by the Virtual School or an approved representative. This grade will be 25% of the semester grade to be reported on the report card. **Students must earn a minimum of 60% on the final examination in order to receive credit for the course.** Students Total Grade must also average a minimum of 70% to get credit for the course.

At the end of each cycle and/or semester, the Virtual School compiles student data that includes:

- ◆ Student’s name
- ◆ Course taken
- ◆ Instructor
- ◆ Mentor teacher/School contact person
- ◆ Current Grade (Quality of work grade + Class Discussion Grade)
- ◆ Course start and completion date
- ◆ Final grade
- ◆ Withdrawal date and reason

At the end of each cycle, the Virtual School will provide a Virtual School school grade to the campus mentor based on the Quality of Work grade. While campus staff may monitor the grade on-line, the final cycle grade is to be provided directly by the Virtual School staff through one of four methods: mail, e-mail, facsimile, or in-person. The Virtual School will verify receipt of the grade at the campus through monitoring that the e-mail was opened, receiving a call from the campus mentor, or having the campus mentor or principal sign to verify receipt of data. Virtual School personnel will follow up to ensure that verification is achieved.

At the end of the semester the campus will receive a final grade report for each student. This final grade report will contain the students Quality of Work grade, Final Exam grade, and the student’s total grade for the semester.

For example, if all of the student’s work throughout the semester averaged out to a 92, and the student earned an 80 on the final exam, the final grade for the semester would be an 89.

Quality of Work grade	(92)	x	75% =	69
Final Exam	(80)	x	25% =	<u>20</u>
Total Grade				89

- ◆ All students enrolled in Virtual School courses, during the regular school year and summer school, are required to complete online course work during the appropriate periods.

### **UIL Eligibility for Students Enrolled in a Virtual School Course**

In order for a student to qualify for a grade and UIL eligibility, the student must complete a body of work equal to the appropriate proportion of the semester to represent the six-week or nine-week grading period with a grade of 70 or above. For example, during the first cycle in a school on a six-week grading cycle, the student must have completed 1/3 of the course content in order to receive a grade. In a school with a traditional calendar on a nine-week grading cycle, the student must have completed ½ of the course content to receive a grade for the first cycle. In a school using the accelerated block schedule, the student must complete the entire course content in order to receive a grade at the end of the nine weeks. **If a student has not completed the appropriate amount of course work, the student will earn an “I – Incomplete” and will be ineligible for UIL participation until the “I” is removed.**

### **Conversion of Elementary Grades to Secondary Grades**

Grade reporting rules for sixth grade in elementary schools are different from those used for sixth grade in middle schools. Most elementary schools are on 9-week cycles while most middle schools are on 6-week grade reporting cycles. If a student transfers from sixth grade in elementary school to sixth grade in middle school during the school year, his grades must be converted to the middle school format using the following guidelines:

- ◆ Move reading, math, science, and social studies for cycles 1 and 2 to the corresponding course section for these subjects. Add the two cycle grades and divide by 2 to get an average, and post that average as the cycle 3 grade in these courses.
- ◆ If a student has Other Language Arts, ESL, or ESL/Second Language, then move that grade as the English grade for cycles 1 and 2. Average the two cycle grades to get a cycle 3 grade.

Enrichment Courses: Sixth grade students in elementary schools take fine arts and physical education and are graded with the letter grades of E, S, N, and U. The following conversion table should be used for sixth grade students who transfer from elementary to middle schools:

<b>Excellent</b>	=	<b>95</b>
<b>Satisfactory</b>	=	<b>85</b>
<b>Needs improvement</b>	=	<b>75</b>
<b>Unsatisfactory</b>	=	<b>65</b>

This table should be used in determining numeric grades required for transfer, check-out, and/or report cards.

### Conversion of Six-week Grades to Nine-week Grades

In schools using a nine-week grading cycle, it is sometimes necessary to convert grades for students coming from schools using a six-week grading cycle. To change three six-week grades to two nine-week grades:

- ◆ Add two-thirds of each of the grades for the first six weeks and one-third of the grades for the second six weeks to get the grade for the first nine weeks.
- ◆ Add one-third of the grade for the second six weeks and two-thirds of the grade for the third six weeks to get the grade for the second nine weeks.

The principal or designee should review the grades from any out-of-district schools, transitional schools, or any special cases before entering grades into the HISD grading system.

### Conversion of Nine-week Grades to Six-week Grades

In schools using a six-week grading cycle, it is sometimes necessary to convert grades for students coming from schools using a nine-week grading cycle. To change two-nine week grades to three six-week grades:

- ◆ Move grades for cycles 1 and 2 to the corresponding course section for these subjects. Add the two cycle grades and divide by 2 to get an average, and post that average as the cycle 3 grade in these courses.

### Language Arts Average in Middle Schools

Report cards in the middle schools show an average for Language Arts. To determine the average for Language Arts, add the final average for the English course to the final average for the reading course. Divide the total by 2. A remainder of .5 will be rounded off to the next highest number, including **69.5-69.9**.

#### EXAMPLE:

Eng 7	73	73	<u>78.5</u>
Read 7	84	<u>+ 84</u>	<u>2) 157</u>
		157	

**Language Arts Annual Average is 79**

If an elective course is substituted for reading, then the annual averages for English and language other than English are figured separately. In this case, the final average in English becomes the Language Arts final average. Language Arts counts as one of the core courses.

### Computing Overall Yearly Average in Middle Schools

To determine the overall yearly average, the following procedure should be used:

- ◆ Take the final average in each annual course and double it.
- ◆ Take the final average in each semester course and figure it at face value.
- ◆ Add the doubled value of each annual course to the face value of each semester course.
- ◆ To determine your divisor, each annual course counts as 2 and each semester course counts as 1.
- ◆ A remainder of .5 will be rounded off to the next highest number, **including 69.5-69.9**

#### EXAMPLE:

Eng 7	73	146	
Read 7	84	168	
Math 7	85	170	
Hist 7	73	146	<u>14</u> ) <u>83.64</u>
Sci 7	87	174	1171
Art 7	95	95	
Comp Lit 7	78	78	
PE 7	97	<u>+ 194</u>	
		1171	

**Overall Yearly Average is 84**

Since all students in middle school are required to take at least seven courses, students must have grades in all courses in order for the computer to calculate the yearly average. If all grades are not on the computer file, schools will have to calculate manually the annual and overall (yearly) averages.

### Promotion Standards in Middle Schools

At the end of the year, if all grades are present, final averages will be printed on the student's report card for each course. The computer will compute the grade average promotion standards but not the actual promotion status. To satisfy the grade average promotion standards, a middle school student must earn at least a passing grade of 70 in three of the four core courses: language arts, mathematics, science, and social studies. The language arts average is derived from averaging the English and reading grades together. The student must also earn at least a passing grade of 70 for the overall yearly average. For this promotion standard to be computed correctly, all courses must be on grade level. To determine the promotion status of a student, all designated promotion standards as outlined in the section on Student Classification must be evaluated.

### **Incomplete Grades**

District policy states that a student who makes an "Incomplete" grade has until the end of the next grading period to make up the "INC." A student who makes an "INC" on the last grading cycle has until the end of the summer session to remove his incomplete grade. This applies to both cycle grades and final exams. (Note: In Chancery, we enter an "INC", not an "I".)

If an "Incomplete" cycle grade is not made up within the prescribed time frame, a grade of zero (0) should be given for each missing assignment and then all grades should be averaged to determine that cycle grade. If an "Incomplete" final exam grade is not made up within the prescribed time frame, the grade reverts to a "0" and is averaged as such along with the cycle grades to determine the semester average.

### **Teacher Grade Changes**

The **only** reasons for changing a student's grade after it has been recorded are:

- ◆ If there was an error in the computation of the student's grade; or
- ◆ If an error was made entering grades into Chancery Grade Files.

All such changes must be initiated by the teacher assigning the grade and must be approved in writing by the principal and the rationale for the change kept on file. A principal may not arbitrarily change a grade. All changes must be made before the end of the next grading period.

After a cycle grade has been recorded, no additional class work may be accepted to improve a student's grade. If work assigned during the cycle was not completed, the student should receive an "INC," and the grade changed when the work is completed within the required time frame.

A sample Grade Change form to assist schools in documenting teacher grade changes may be found on the forms channel.

### **Teacher Grade Books**

The following grade book requirements should be observed:

- ◆ Teacher grade books for the past five years in high school or the past three years in middle school must be on file in the registrar/record clerk's office or other location designated by the school principal.
- ◆ Grade books may be electronically maintained so long as the grade book software is district-supported for three years for middle schools and five years for high schools required by state law. End-of-year printouts must be signed and dated by the teacher.
- ◆ When the grade books are turned in, they should be checked for compliance with state guidelines.
- ◆ Teachers' names, course titles, and period numbers should be recorded as appropriate.

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- ◆ Each grade book should contain a legend designating the weighted value of each type of grade, i.e., test, homework, oral presentation, daily assignment, etc. and a conversion table for all non-numeric marks that apply to the grading process, i.e., letter grades, checks, pluses, etc. If the teacher is not available for a parental challenge of a student's grade, the book must contain adequate documentation to determine the final grade from the recorded marks in the grade book.
- ◆ Absences should be recorded on appropriate days and **documented** as to excused, unexcused, or extracurricular. If documented absences are maintained in a separate document, that document must accompany grade books for filing and auditing purposes.
- ◆ Entry and withdrawal dates should be posted.
- ◆ All students enrolled should be recorded, even if enrolled for one day only.
- ◆ Instructional accommodations for students with disabilities must be recorded in the grade book to document implementation of the modifications.

### **Grading Regulations**

Under no circumstance shall students grade test papers or record grades of other students. Students should not be allowed to handle any documents on which another student's grades are recorded. This includes grade books, report cards, notice of progress forms, permanent record cards, academic achievement records, etc. The computation of a student's grade average or grade point average by another student is also prohibited.

The above policies on incomplete grades, teacher grade changes, grade books, and grading regulations apply to middle school grade reporting as well as high school grade reporting.

**FINAL EXAM** — grades are accepted only for the last grade reporting cycle of each semester. Grades marked in this field in any other cycle are rejected as if unmarked. If a middle school is offering a Level I course such as Algebra IA, Spanish IB, etc., the school should select a one-semester credit course number from the HISD Catalog. These courses require that an exam grade be marked. They are averaged the same as all other high school courses. Level I courses, when taken in grade 8, will show 0.50 credit per semester and will require a final exam since this credit will apply to the 24 credits required for graduation.

**PREVIOUS CYCLE** – A teacher may change an "Incomplete" ("I") given the previous cycle to a numeric grade. A correction (grade change) may also be made with approval of the principal. The principal's approval must be provided to the data clerk in writing with the signature of the teacher. No grade will be changed without appropriate teacher and administrative authorization.

### CONDUCT AVERAGING

◆ Conduct Average:

Subject and homeroom teachers issue a conduct grade to each student. The conduct grades are:

<b>E = Excellent</b>	<b>3 points</b>
<b>S = Satisfactory</b>	<b>2 points</b>
<b>P = Poor</b>	<b>1 point</b>
<b>U = Unsatisfactory</b>	<b>0 point</b>

For each grading cycle, the conduct grades will be averaged numerically and a conduct average determined as follows:

<b>3.0 - 2.5 = E</b>
<b>2.4 - 1.5 = S</b>
<b>1.4 - 0.5 = P</b>
<b>0.4 - 0 = U</b>

- ◆ Any teacher who plans to issue a U in conduct must refer the student to the principal or assistant principal for administrative review. For each student so referred, a detailed discipline report should be prepared and signed by the assistant principal and the teacher, stating specific incidents and dates.
- ◆ If the principal or assistant principal for disciplinary reasons gives a conduct cut, it shall become the cycle average, regardless of what conduct marks may have been assigned by individual classroom teachers. The data clerk will enter this grade, with written documentation from the administrator.
- ◆ A conduct mark, once given, cannot be changed on the permanent record unless it has been determined by the principal that a mistake was made in the original mark.
- ◆ Under no circumstance may conduct infractions be used to affect the student's academic grade.

### HONOR ROLL

The Secondary Honor Roll Report lists students who meet the numeric grade, conduct, and course requirements described below. The schools can choose grade levels and/or Honor Roll type.

**Honor Roll numeric grade options:**

- ◆ Option All = All of the Honor Roll types
- ◆ Option 0 = grades are all A's (90-100 range)
- ◆ Option 1 = grades are one B (80-89) and the rest are all A's (90-100)
- ◆ Option 2 = grades are two B's (80-89) and the rest are all A's (90-100).

**Conduct Grade Requirement:**

A student must maintain at least an S average in conduct to qualify for honor roll and to be eligible for other recognition, awards, or offices.

**Course Requirements:**

Students must have at least six courses on file. Non-graded electives and Administrative courses **will not** be included in the calculations.

### **NOTICE TO PARENTS OF UNSATISFACTORY GRADES**

TEC §28.022 requires that the parent or a legal guardian **must** be notified at least once every three weeks or during the fourth week of a nine-week grading period, in writing, if a student's progress in any one of the foundation areas is unsatisfactory. HISD requires that the parent or a legal guardian must be notified if a student's grade is below 70 in any course. This notice must provide for the signature of the parent or legal guardian and must be returned to the school. There is no longer a requirement to mail notice of progress reports that are not signed and returned.

Schools using either the SIS generated notice of progress report or an individual campus developed report must ensure that the middle school promotion standards displayed on the report have been revised according to district policy.

- ◆ Current grades contained in the notice should be based on the student's academic achievement on the first three weeks of the six-week grading period or the first four weeks of the nine-week grading period.
- ◆ For each subject that a student is failing, the notice must provide for a conference between the appropriate teacher and the parent.
- ◆ A notice of progress report must also be sent to the parent if a student is absent:
  - ▶ more than five days in an 18-week class which is scheduled to meet every day,
  - ▶ more than three days in a 9-week class which is scheduled to meet every day,
  - ▶ more than three days in an 18-week class which is scheduled to meet every other day,
  - ▶ more than ten days in an all-year class scheduled to meet every day, or
  - ▶ more than five days in an all-year class scheduled to meet every other day.
- ◆ Notice of progress reports must be sent to parents of students with disabilities on the same schedule as general education students.

In HISD, notice of progress reports shall be distributed to parents/legal guardians of secondary students every three weeks in accordance with the UIL Grade and Progress Reporting Date calendar posted on the Calendar channel on Federal & State Compliance website of the HISD Portal.

- ◆ The notification of unsatisfactory grades requirement does not apply to a student who:
  - ▶ is married,
  - ▶ is 18 years of age or older and who is living in a different residence than the student's parents, or
  - ▶ has had the disabilities of minority removed for general purposes.
- ◆ If a student's average falls below 70 or the absence limit is exceeded after the scheduled notice of progress reports have been sent home, the teacher should send a report home immediately. It is imperative that extra effort be made to give parents advance notice of a pending failing grade or of excessive absences in a class before the report card is sent home.
- ◆ The absences recorded on the progress report are a combined total of excused and unexcused absences and only indicate a concern over the loss of instructional time due to absences. Since only unexcused absences are applied to the HISD attendance policy regarding loss of credit, absence designations on the progress report do not necessarily indicate potential loss of credit.