



A Guide to Grade Reporting

Elementary Schools
Grades 1 - 5

For Use During the 2018 -2019 School Year Only



Fort Worth
INDEPENDENT SCHOOL DISTRICT
www.fwisd.org

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MOTTO, MISSION, VISION, AND VALUES

FORT WORTH ISD GUIDING MOTTO, MISSION, VISION AND VALUES

Motto

Singleness of Purpose

Mission

Preparing students for success in college, career, and community leadership

Vision

Igniting in Every Child a Passion for Learning

Values

Student Achievement

Stakeholder Collaboration

Leadership Development

Respect for Diversity

Equity in Access

Perseverance and Commitment

Continuous Improvement

Key Strategic Goals

Increase Student Achievement

Improve Operational Effectiveness and Efficiency

Enhance Family and Community Engagement

Develop a Workforce that is Student and Customer-Centered

FOREWORD

Principals, Teachers, Administrators:

Evaluating student performance is a basic part of the educational process and calls for the highest level of professional skill and understanding. Texas Education Agency regulations stipulate that academic grades must reflect the degree of student mastery of the Texas Essential Knowledge and Skills (TEKS) for a subject or course.

These TEKS have been translated into District philosophies, goals, objectives, and scope-and-sequence documents in the Fort Worth ISD Pacing Guides and Curriculum. Per EG and EIA LOCAL polices, each teacher shall be expected to use the FWISD provided curriculum documents including FWISD endorsed accelerated curricula in the planning of their daily lessons. Teachers are also to use FWISD adopted or approved instructional materials and resources. These curriculum guideposts, along with local board policies, form the basis for grading procedures. This guide will assist you in evaluating student progress and in making assignments of grades.

Our system of reporting student progress must continue to evolve and improve. In this regard, your ideas for further improvement are sincerely solicited and encouraged.

PHILOSOPHY

Given the premise that all children can continue to learn and increase their achievement, we believe that grading and reporting should focus on student growth and learning in a climate of high expectations. Instructional emphasis will be placed on the accomplishment of defined District goals. Grading and reporting are both formative and summative in nature and should utilize both formal and informal processes. Schools are accountable for structuring learning experiences, teaching processes, planning and evaluation, and utilization of materials, resources, and time to result in optimum student learning. Grading should provide clear and consistent feedback to students.

Tests and quizzes yielding numerical grades are only one way to evaluate student learning. Complete grading requires multiple assessment techniques, such as performances, portfolios, projects, presentations, teacher observation of developmental skills, work samples, learning logs, journals, surveys, interviews, simulations, and role-playing. Using a variety of evaluation strategies will elicit greater opportunities for students to demonstrate mastery.

PURPOSES OF GRADING

Grading serves the following purposes or functions:

1. **Information:** to inform parents and students regularly of the student's success in learning and mastery of local objectives and the Texas Essential Knowledge and Skills.
2. **Guidance:** to promote and maintain desirable patterns of behavior and achievement and to identify areas of special ability as a basis for realistic student self-appraisal and for future educational and occupational planning.
3. **Motivation:** to encourage the student toward maximum achievement, and realistic self-appraisal for future educational and occupational planning.
4. **Administration:** to provide data for use in educational planning and decision-making.

This handbook provides a consistent set of grading and reporting regulations. The regulations adhere to the Texas Administrative Code, the Texas Education Code, and the Fort Worth ISD Board policies.

The handbook:

- Describes the District's grading system which all teachers will implement;
- Encourages a better understanding of grading and reporting; and
- Fosters consistency in grading and reporting student achievement.

COMMUNICATING WITH PARENTS

Report cards are only one of many means of communicating with parents. Conferencing with parents is another way. Conferences are useful to improve understanding and communication among teacher, student, and parent. A conference may be initiated by a parent, teacher, student, or administrator.

If a parent desires a conference with his or her child's teacher(s) to discuss the child's progress, the parent must contact the school office to schedule a meeting during the teacher's conference period. Parents must report to the school office prior to meeting with the teacher.

To assure effective communication, any notice required by policy to be sent to the parent of guardian of a student shall be written in the language spoken by the parent or guardian. If the dominant language of the parent or guardian is a language other than English or Spanish, however, such notice will be written in the dominant language of the parent or guardian only if a suitable translation is available. To make arrangements for translations, call/email Laramie Del Valle at 817.814.2416 (laramie.delvalle@fwisd.org) or Sandra E. Gonzalez at 817.814.2423 (sandra.gonzalez2@fwisd.org).

Use of Parent Portal in Focus

Teachers are required to post grades in the online grade book and provide feedback to students within five school days from the date the student submits an assignment. The date the student turns in the assignment is day 0. Complex assignments, essays, or assignments that require extensive feedback may require up to seven school days to return to students and post in the online grade book. Any deviation from this procedure requires principal approval and notification to students.

A minimum of six grades is required per six weeks in PE, music, art, health, and handwriting. In fine arts and physical education classes where students attend on a rotating basis, teachers are required to enter a minimum of two grades every two weeks.

In English language arts, math, science, and social studies, there should be a minimum of twelve grades recorded each six weeks (2 grades per week).

The Parent Portal enhances parent communication; phone calls, parent conferences, written notices, and/or progress reports remain the preferred method of communication.

Progress Reports

Board Policy EIA (LEGAL) requires the District, at least once every three weeks, or during the fourth week of each nine-week grading period, to give written notice to a parent if a student's performance in a foundation curriculum subject (English/Spanish language arts, spelling, mathematics, science and social studies) is consistently unsatisfactory. Unsatisfactory performance, per state credit rules, is performance below a grade of 70 on a scale of 100.

The teacher must notify the parent or guardian by email, letter to the home, phone call, or personal conference at the end of the first three weeks of a grading period when there is a 10 or more point drop in the academic grade or a drop in letter grade below an S (Satisfactory) for conduct of the student.

The three or four week written notice must provide for a signature of the student's parent and must be returned to the District.[See EIA (LEGAL)]. "Parent" includes a guardian, conservator, or other person having lawful control of a student. Teachers are to request the signed returned notice.

THE GRADING SYSTEM

Board Policy

The Texas Education Code 28.0216 and Board Policy EIA (LEGAL) and EIA (LOCAL) states that teachers will not assign a student a prescribed minimum grade. Furthermore, the guidelines stipulate:

- Guidelines for grading shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned.
- Guidelines for grading shall be clearly communicated to students and parents.
- In accordance with grading guidelines, a student shall be permitted an opportunity to redo an assignment or retake a test for which the student received a failing grade.
 - If the teacher fails to notify the parent of the drop in the grade below a 70 at the third week, as required, the student shall be afforded the opportunity to bring the grade up to passing.

Redo Assignment or Retake Test

Per Board Policy, when a student receives a failing grade on a test or assignment, the student must be given the opportunity to redo the assignment or retake the test according to the following parameters:

- The student will be provided an opportunity for tutoring or re-teaching prior to retesting. This may occur during class time, before or after school, or at another time agreed upon by the teacher and student/parent.
- The teacher may require the student to complete missed homework, test corrections, or other items as part of the re-teaching process.
- A student must redo the assignment or retake the test within five school days from the date the assignment or test was returned to the student.
- A teacher may provide longer than five school days if necessary.
- Any retests will be administered on the campus
- The grade the student receives on the redone assignment or retaken test will be no higher than a 70
- If more than 50% of the students in a class fail to demonstrate mastery on a summative assessment, except a benchmark, it is recommended that the teacher reteach and retest the class. The higher of the two grades will be recorded. A student who passed the original

test can elect to retake the test. Reassessments should occur within five school days from the date the test is returned to the student.

Weighting of Grades

Grades are calculated based on weights established by the teacher and approved by the principal.

Teachers are to provide parents and students with grading procedures which include the weighting of categories that make up the total grade, such as homework, class work and tests. This information may also be provided in the campus generated Student Handbook or a class syllabus.

In Grades 1 – 5, Homework cannot count more than 10% of the six-weeks grade and Summative Assessments cannot count more than 40% of the six-weeks grade.

Homework

The purpose of homework is to improve student learning and provide opportunities for extending learning time beyond the school day by providing practice, developing proper study habits, and fostering positive attitudes toward school work outside the school day.

Homework is not to be counted more than ten percent of the six-week grade and at the campus and teacher discretion, may only be counted if it improves the student's grade.

- Assignments should be made with consideration given to a student's schedule and should be coordinated across subject areas at each school to avoid overloading students at any particular time.
- Feedback should be provided regarding any assignment sent home for completion.
- Homework should be based on only content standards taught, assigned, and completed recently or spiral review at a level of difficulty that can be completed independently by the student.
- Homework should be directly related to the TEKS and specific learning targets.
- Homework should be viewed as formative in nature, allowing for practice of new skills and knowledge.
- Homework may be provided as an enrichment activity to the material mastered in class.
- Homework expectations should be clearly communicated and homework should be differentiated according to student need. That is, not all students may need the same homework assignment.
- Homework should not be assigned as a punishment or consequence related to behavior. Recess may not be used to finish homework.
- Additional reading assignments, as outlined in the campus handbook, may be required and would not count toward cumulative total homework minutes.
- Homework guidelines, not including additional reading assignments:
 - K – 2; 10 – 20 minutes per day
 - 3 – 5; 30 – 60 minutes per day

Determining Yearly Grades

Yearly grades are computed by averaging the six 6-weeks or four 9-weeks numerical grades posted on the student's report card.

REPORTING GRADES

Recording of Grades in Focus

Teachers must post grades to FOCUS and provide feedback to students within five school days from the day a student turns in an assignment. The date the student turns in an assignment is day 0. Complex assignments, essays, or assignments that require extensive teacher feedback may require up to seven school days to return to students and post in the online grade book. Any deviation from this procedure requires principal approval and notification to students. .

Six Weeks Grading Periods

Progress Report Dates

1 st Six Weeks	29 days	August 20 – September 28, 2018	September 12, 2018
2 nd Six Weeks	24 days	October 1 – November 2, 2018	October 17, 2018
3 rd Six Weeks	29 days	November 5 – December 21, 2018	December 5, 2018
4 th Six Weeks	32 days	January 9 – February 22, 2019	January 30, 2019
5 th Six Weeks	29 days	February 26 – April 12, 2019	March 27, 2019
6 th Six Weeks	34 days	April 15 – May 31, 2019	May 9, 2019

Explanation of Numerical Grades

Numerical grades on a scale of 1 – 100 will be used to evaluate student progress in the following academic areas: Language Arts (CLA), Reading (REA), Spelling (SPE), Mathematics (MAT), Science (SCI), Social Studies (SOC), and Health (HEA).

The numerical grades and their meaning are shown below. The District's elementary and secondary grading scales are the same.

91 – 100	Above Average to Outstanding Progress
81 – 90	Satisfactory to Above Average Progress
70 – 80	Limited to Average Progress
0 – 69	Failing
I*	Incomplete/Failing

* The "I" is not an academic grade, but indicates incomplete work or required number of grades not complete.

Grades for Composition & Language and for Reading

The District's elementary language program is designed to integrate listening, speaking, reading, and writing. These aspects of language ability and use develop simultaneously through natural language activities which require students to use the different language arts in combination. Therefore, the composition and language and the reading grades reflect a student's ability to

demonstrate all aspects of language acquisition in combination rather than student mastery of isolated skills. Growth in composition and language and in reading, then, is reflected in the quantity and sophistication of the student’s use of reading and writing processes to communicate effectively and appropriately in both oral and written language.

Spelling Grades

Spelling grades should reflect the degree of mastery of spelling core words appropriate to the grade level.

Grades for Physical Education, Art, Music, and Handwriting

Letter grades using the symbols of “E”, “S”, “N”, and “U” will be used to evaluate student progress in physical education, art, music, and handwriting. A minimum of two letter grades are to be entered every two weeks.

Evaluations are to be based on the understanding of concepts, development of skills, and participation in activities during the instructional day. The teacher must notify the parent or guardian by email, letter to the home, phone call, or personal conference at the third week of each grading period when there is one letter grade drop from the previous six-weeks period or a failing grade in the current six-weeks.

Chart Showing Grading Scale Explanations for E, S, N, U Letter Grades for Elementary Art, Music, and PE Classes

Symbol Entered into Focus and Seen on Report Card	Explanation
E-Excellent	Clearly outstanding; exceeds expectations and performs above and beyond the mastery of essential knowledge and skills
S- Satisfactory	Meets expectations; is mastering essential knowledge and skills.
N- Needs Improvement	Fails to meet expectations; clearly needs help to raise performance to master essential knowledge and skills.
U- Unsatisfactory	Far below expectations; student is not mastering essential knowledge and skills and is failing.

Example: Art grade as it will appear on the grade card, see displayed below.

Six Weeks	1 st	2 nd	3 rd	4 th	5 th	6 th
ART	S	N	S	S	E	E

Handwriting Grading Scale for Letter Grades E, S, N, and U

Symbol Entered into Focus and Seen on Report Card	Explanation
E – Excellent	Clearly outstanding legible handwriting, using basic conventions of handwriting to form letters, and consistently includes spacing between words, sentences, and margins for readability. Student exceeds expectations in mastering essential knowledge and skills of handwriting.
S – Satisfactory	Meets expectations in writing legibly, using basic conventions of handwriting to form letters, and usually includes spacing between words, sentences, and margins for readability. Student is mastering the essential knowledge and skills of handwriting.
N – Needs Improvement	Fails to meet expectations in writing legibly with limited use of basic conventions of handwriting when forming letters and includes sporadic spacing between words, sentences, and margins for readability. Student clearly needs help in the mastery of the essential knowledge and skills of handwriting.
U - Unsatisfactory	Far below expectations in writing legibly, not using basic conventions of handwriting to form letters, and usually does not include spacing between words, sentences, and margins for readability. Student is failing to master the essential knowledge and skills of handwriting.

Calculation and Display of Grades on Report Cards

Teachers enter numeric grades for each assignment (homework, quiz, test, etc.) into Focus.

To calculate a six-weeks grade, Focus uses each grade entered by the teacher and weights it based on the weighting system established by the teacher and approved by the principal.

All grades are displayed as whole number percentages on the report card. If the average results in a mixed number with a fraction of 0.5 or higher, the average will be rounded to the next higher whole number.

The grading scale showing the equivalent letter grade is printed at the bottom of each report card.

Example of a math grade as it will appear on the report card:

six weeks	1 st	2 nd	3 rd	Sem 1	4 th	5 th	6 th	Sem 2	Year
MAT	87%	85%	89%	87%	85%	91%	88%	88%	88%

Explanation of Letter Grades for Student Conduct

A campus plan should be developed to ensure consistency regarding the administration of conduct grades.

The Letters E, S, N, and U will be used for conduct grades.

Use the information in the chart below to determine conduct grades:

Letter Grades	Explanation
E-Excellent	Overall clearly outstanding regarding behavior; exceeds expectations in following school/classroom rules.
S-Satisfactory	Overall meets expectations regarding behavior and in following school/classroom rules.
N- Needs Improvement	Overall fails to meet expectations following school/classroom rules; clearly needs help to improve behavior.
U- Unsatisfactory	Overall far below expectations following school/classroom rules; clearly needs help to improve behavior.

The teacher must notify the parent before lowering the conduct grade to an N or U

- N – The progress report may serve as documentation that the student’s parent was notified.
- U – A conduct mark of a U requires documentation of a conference with the parent and submission of documentation to the principal.

Conduct/Work and Study grades are listed as an actual “class” labeled as CON on the grade card.

Example: Conduct grade as it will appear on the grade card as displayed below.

Six Weeks	1 st	2 nd	3 rd	4 th	5 th	6 th
CON	S	E	S	S	S	S

Descriptive Conduct/Work Study skills are provided in a small chart on the elementary electronic grade card below the class grade listings.

The representative chart below lists the 12 descriptive indicators used as guidelines to determine the student’s progress across each six week period. This chart provides a place for letter grades, thus providing a comprehensive overview of the student’s progress in conduct and work/study. The respective letter grades provided by the teacher in this 12 item chart are provided as a guide and are not electronically linked to the grade the teacher provides for the Conduct “class” grade.

Conduct/Work and Study	1st	2nd	3rd	4th	5th	6th		1st	2nd	3rd	4 th	5th	6th
Completes Assignments	S	S	E	E	E	S							
Does Neat Work	S	S	E	E	E	S							

Follows Directions	S	S	S	S	S	S								
Has Supplies & Cares for Materials	S	S	E	E	E	S								
Listens Attentively	S	S	E	E	E	S								
Obeys School Rules	S	S	S	S	S	S								
			Respects Authority				S	S	S	S	S	S		
			Talks at Appropriate Times				S	S	S	N	S	S		
			Uses Acceptable Language				S	S	S	S	S	S		
			Uses Self Control				S	S	N	N	S	S		
			Uses Time Wisely				S	S	E	E	E	S		
			Works/Plays Well With Others				S	S	N	N	S	S		

Questions and Answers Regarding the Electronic Grade Book in Focus:

Can I default a numeric assignment grade to a 100 or another value?

Yes, default grades can be given by using the Auto-fill function (under Add An Assignment in the teacher grade book).

I have entered all of my grades and I am not seeing the letter grades?

The letter grade will not appear in the grade book until the grades are “submitted”. Once the user clicks submit after inputting the grades, the associated letter value and a percentage should be displayed for the courses having an A, B, C, and or F grades.

What can be seen by parents in the Parent Portal?

The Parent Portal will show both the letter grade and the numerical percentage grade for the following subjects: English Language Arts(CLA), Read (REA), Spelling (SPE), Mathematics (MAT), Science (SCI), Social Studies (SOC), and Health (HEA).

Report card grades for PE, Music, Art, and Handwriting will display as an E, S, N, and U.

What do I do for Conduct Grades?

Report card grades for Conduct will display as an E, S, N, and U.

Report Cards

Report cards must be distributed to parents, signed, and returned to the campus.

DETERMINING GRADES

- Evaluations of academic achievement are not to be lowered because of poor conduct. Poor conduct should be reflected in conduct grades only.
- The “curve” system or any other system of evaluation that predetermines grades shall not be used.

Grades for Coursework

In determining grades for a course, emphasis will be placed on the accomplishment of defined FWISD instructional objectives which are aligned to the Texas Essential Knowledge and Skills (TEKS) and Texas College and Career Readiness Standards. The FWISD-developed curriculum provides guidance by including a variety of both formal and informal assessment activities aligned to the required TEKS.

Such tools will assist in determining if students are learning the required knowledge and skills at the appropriate level of complexity. Within this framework of information, both types of assessments (formative/informal and summative/formal) are to be utilized to determine an individual student’s mastery of the TEKS.

- Formative assessments may include teacher observations, classwork/samples of student work, skills demonstrations, checkpoints for projects, etc.
- Summative assessments may include unit tests, quizzes, chapter or skills tests, writing samples, individual/group projects, oral presentations, etc.
- There should be a minimum of twelve grades documented each six weeks (two grades per week) in foundation curriculum areas: language arts, math, science, and social studies. There will be at least six grades given each three weeks.
- Benchmark tests are not to be used for grading purposes.
- District assessments included on the assessment calendar may be included in six-week grades with a weight equal to a homework grade (10%).

Documentation of Mastery

Student grades should document the student’s mastery of instructional objectives and are to be maintained for purposes of grade reporting and conferencing with parents.

Re-teaching

Board Policy EIA (LOCAL) defines re-teaching as another presentation of content and additional strategies, usually to provide an additional opportunity for a student to learn.

Each teacher shall plan for re-teaching while planning the initial instruction, thereby ensuring that alternative instructional strategies are immediately available when needed.

Re-teaching should be practiced and should ensure fairness and promote student success. The teacher should document any efforts to re-teach and any reassessments.

Intervention Instruction

Intervention instruction will be provided in the areas of reading, composition and language, mathematics, social studies, and science for students not passing a course at the end of a reporting period. A student may not be pulled out of a regularly scheduled class for remedial tutoring or test preparation if, as a result of the removal, the student would miss more than ten percent of the time the class is offered. [See EC (LEGAL)]

Beginning with the second six-weeks reporting period, students who score lower than 70 in the subjects listed above may be required to attend intervention instruction.

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES

Instructional Materials

Parents have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to the parent's child.

A Parent is also entitled to request that the school allow his/her child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child's teacher.

ABSENCES/ATTENDANCE

There are two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a child’s attendance affects the award of a student’s final grade or course credit that address attendance requirements.

Compulsory Attendance

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student’s arrival or return to campus; and

For students in the conservatorship (custody) of the state:

- An activity required under a court-ordered service plan; or
- Any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

For children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Between Ages 6 and 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor his or her child’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is the Assistant Director of Student Engagement and School Completion, Barry Smith. Each school pyramid has a designated stay-in-school coordinator that is housed at the high school within each pyramid.

A court of law may also impose penalties against a student’s parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12–18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policy FEA (LEGAL).]

Attendance for Credit or Final Grade (Kindergarten–Grade 12)

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. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, which allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM (LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board by following policy FNG (LOCAL).

The actual number of days a student must be in attendance in order to receive credit or a final grade will depend on whether the class is for a full semester or for a full year.

The attendance committee may impose any of the following conditions for students with excessive absences to regain credit or be awarded a final grade:

- Completing additional assignments, as specified by the committee or teacher.
- Attending tutorial sessions as scheduled, which may include Saturday classes or before- and after-school programs.
- Maintaining attendance standards for the rest of the semester.
- Taking an examination to earn credit [See EHDB policy]
- Attending a flexible school day program.
- Attending summer.

PLACEMENT OF STUDENTS ENTERING THE DISTRICT

Accredited Schools

The parent or guardian of a student enrolling in the District from an accredited public, private, or parochial school shall provide evidence of prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine final grade placement.

The grades in progress from the sending school will be used to calculate the student's six-weeks or none-weeks, semester, or yearly grade, as appropriate.

Accredited is defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner.

Non-Accredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including homeschools, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

- Scores on achievement tests, which may be administered by appropriate District personnel.
- Recommendation of the sending school.
- Prior academic record
- Chronological age and social and emotional development of the student.
- Other criteria deemed appropriate by the principal.

Conversion of Letter Grades to Numeric Grades

If a student enters a Fort Worth school from another school district which uses letter grades, the letter grades will be converted using the table below.

Letter Grade	Numerical Grade
A	96
B	86
C	75
D	70
F	65

If a student enters a Fort Worth school from another school district that only has three grade standard categories, these categories will be converted in the following way:

Highest Standard = 96

Middle Standard = 75

Lowest Standard = 65 or use a 70 if the student transfers in during the first six weeks and may not have a sufficient number of grades; this would allow the transfer student a start that is not failing.

CAMPUS SYSTEM TO ASSIST SUBSTITUTE TEACHERS

Each campus is to establish a system that includes assigning designated personnel to guide and/or assist intermittent or long-term substitutes with instructional activities such as:

- Lesson plan development,
- Monitoring attendance, and
- Grade reporting, access to Focus

MAKEUP WORK

A student will ordinarily have one day for each day's absence (excused and unexcused) to make up work missed (Board Policy EIAB Local). A student who has an unexcused absence will be encouraged to make up work missed; a 10-point penalty will be applied after the time limit is exceeded

EVALUATION OF STUDENTS WITH SPECIAL NEEDS

The Individual Education Program (IEP) developed by the Admission, Review, and Dismissal (ARD) Committee for each student who meets eligibility criteria for Special Education services states that responsibility for grade reporting for each special education student is as follows:

1. If the content is taught solely in General Education, the grade will be assigned by the General Education teacher.
2. If the content is taught solely by the Special Education teacher, the grade will be assigned by the Special Education teacher.
3. If the content is taught through collaboration between the Special Education teacher and the General Education teachers, the grade should be assigned by the teacher who is responsible for the instruction of the content unless otherwise specified in the IEP.
4. All accommodations and modifications for Special Education students must be followed as delineated in the student's IEP and as determined in the ARD committee meeting. All Special Education and General Education teachers are responsible for implementing modifications and accommodations listed in the student's IEP.

The grading period and grading system in General Education will apply to a Special Education student unless otherwise specified in the IEP.

Every Special Education student will receive his/her IEP Progress Report which will accompany the Report Card at every designated reporting period (6 weeks or 9 weeks).

ENGLISH LEARNERS (ELs)

As specified in TAC §89.1201, each student's level of language proficiency will be assessed by a language proficiency assessment committee. Instruction is to be provided in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. This modification in the pacing and materials is to be used to ensure that English Learners (ELs) have a full opportunity to master the essential knowledge and skills of the required curriculum.

High academic standards should be maintained for English Learners (ELs); **however, no grading policy should adversely affect a student based solely on his/her proficiency in English.** Grades should be determined in light of the program in which the student is served.

- For students served in the Dual Language Enrichment (DLE) program, teachers should determine grades by taking into consideration the language(s) of instruction in the subject (whether Spanish or English or both) and by determining a fair grade that represents academic achievement in that subject in one or both of the languages. When students are receiving instruction in a subject primarily taught in English, it is expected that the teacher will use appropriate scaffolds and linguistic supports to enable the students to learn the content, but the grade should not automatically be lowered because these scaffolds and language supports are used.
- For students served in an English as a Second Language (ESL) program, teachers should determine grades by taking into account each student's level of English proficiency and by providing appropriate scaffolds and linguistic supports, both in instruction and in assessment situations (when possible), to enable students to demonstrate their understanding of content being taught. Grades should not automatically be lowered simply because scaffolds and language supports are used.

PROMOTIONS AND RETENTIONS

In grades 1 – 5, promotion to the next grade level is based on attaining 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 the following areas: reading, composition and language, mathematics, science, and social studies. [EIE (LOCAL)]

In the event that a student is not promoted to the next grade level, the District shall nevertheless assign the student to an age-appropriate campus, unless:

1. This provision shall apply only when a student is 12 years or older on or before September 1 of the following school year and is retained in Grade 5.
2. The student's parents request that the student be assigned to the same or a similar campus setting; or

3. The Grade Placement Committee (GPC) determines that it would be in the best interest of the student to be assigned to the same or a similar campus setting. Criteria to be considered for this decision may include:
 - a. Recommendations from the student's teacher, or
 - b. Observed social and emotional development of the student.

STAAR Grade 5 Test Requirement

Policy EIE (LOCAL) requires that students in grade 5 meet passing standards on applicable state-mandated assessment instruments in order to be promoted to sixth grade. Accelerated instruction is required for any student who fails the STAAR test.

Response to Intervention

When students are having consistent academic difficulties in the classroom, a referral to the Response to Intervention (RtI) committee is recommended early in the school year. The committee, including the teacher, will plan interventions to broaden instructional options to maximize achievement for the student. Records/documentation of the intervention plan and activities are to include the following:

- Dates of referral(s) to the RtI committee
- Parent contact logs
- Intervention/strategy recommendations
- Time/duration and length of the intervention(s)
- Progress monitoring data that will show academic gains for each student

Reducing Student Retention

The District is committed to reducing retention of students. The practice of retaining students twice in Elementary School *is prohibited. The sole exemption would be an additional retention due to Policy EIE (LOCAL). See above (STAAR Grade 5 Test Requirement).*

A student who has met the preceding criteria for promotion but who has attended school less than 90 percent of the time school is in session cannot receive a final grade. (See the Attendance Section on page 18 for further details about completing a plan approved by the principal to receive a final grade.

If there are indications at the end of the first semester that the student may be retained, the principal or his/her designee should arrange a conference with the parent of guardian.

A conference must be held with the parent or guardian of any student who is recommended for retention at least 12 weeks prior to the end of the school year. The elementary teacher will recommend retention to the principal in writing and will include student progress data that supports the recommendation.

The determination of promotion or retention will be made by the teacher and/or the grade placement committee with approval by the principal. A student who continues to work below grade level may be placed at the next grade with a designation on the report card of “alternative placement.”

The teacher or principal shall fully inform the parent or guardian that the student was not promoted, but alternatively placed at the next grade level.

HONOR ROLLS

Any practice regarding honor roll is at the discretion of the principal. Parents and students need to be made aware of these guidelines at the beginning of the school year.

Administration advises that principals use caution when establishing honor roll guidelines.

If an honor roll is established, it is advised that it have categories for which all learners have the opportunity to access:

- Attendance
- Effort
- Progress
- Comportment
- Academic Achievement