



**Anna ISD**  
**Grading Guidelines**  
2022 - 2023

## ***Our Mission***

To Invest in Academic Excellence, Instill Values, and Inspire Students

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# Table of Contents

<b>Statement of Purpose</b>	<b>6</b>
<b>Campus Contact Information</b>	<b>7</b>
<b>Overview</b>	<b>10</b>
Roles and Responsibilities	11
Academic Achievement: Retention and Promotion and Curriculum Mastery	12
Awarding Class Credit - Mastery of Objectives	12
Grade Reporting	12
Progress Reports	12
Report Cards	13
Retention	13
House Bill 4545	14
Academic Integrity	16
Late Work Policy for Elementary	16
<b>Elementary Grading Guidelines</b>	<b>17</b>
Re-Teaching, Remediating, and Intervention	17
Additional Programs/Support	17
K-1 Standards-Based Report Card Guidelines	17
Grading Guidelines for Grades 2 - 5	18
Assignment of Nine Weeks Grades for 2 - 5	18
Number of Grades	19
Other Grading Information	19
Homework Guidelines	20
Report Card Comments on Student Work Habits	20
<b>Secondary Grading Guidelines</b>	<b>22</b>
Gradebook and Grading	22
General Grading Scale	22
Promotion Guidelines for Grades 6 - 12	22
Grading Categories	23
Minimum and Maximum Grade Points	23

Minimum Number of Grades entered in gradebooks for a 9 week grading period	24
Gradebook Notation	24
Incomplete Grades	24
Communication	24
Grade Weighting by Course Level Designation	25
Level III	25
Level II	25
Level I	25
Weighted Grade Points Conversion Table (Class of 2022 & Beyond)	25
High School Credit Courses At Anna Middle School	26
Dropping from an Advanced Course Due to Poor Academic Performance	26
Secondary Alternative Grading System for AP, Dual Credit and Dual Enrollment	27
Late Work Grading	27
Make Up Work	27
Homework	27
Re-Assessment (i.e. Re-Testing)	28
Campus Guidelines for Re-Testing	28
UIL Eligibility and No Pass No Play	28
Transfer Grades and Transfer Credit	29
Dual Credit Grades	29
Credit by Exam Guidelines	29
No Prior Instruction	30
Prior Instruction	30
Credit by Exam 2022-2023 Testing Windows	30
Grade Point Average (GPA) and Class Rank	31
Notes on GPA and Rank	31
<b>Anna ISD UIL Eligibility Calendar (2022-2023)</b>	<b>32</b>



## Statement of Purpose

This document provides students, parents, educators, and community members information on current policies and practices related to grading in Anna ISD. The purpose of grading is to provide information on student progress toward mastery. Our goal in Anna ISD is to provide accurate and timely information to students and parents about the level to which the student is mastering the standards and expectations of the courses or classes in which he or she is being taught. There can be small variations in grading practices across campuses that are the result of different assignments or activities. This guide offers the overarching expectations of grading that are consistent throughout the district.

# Campus Contact Information

ANNA ISD DIRECTOR OF INFORMATION SERVICES

Patricia Matthews

## ELEMENTARY

### BRYANT ELEMENTARY

***Principal***

Whitney Benton

***Assistant Principal***

Michelle Prince

***Registrar/Attendance***

Anita Bickenbach

### HARLOW ELEMENTARY

***Principal***

Kelli Abohosh

***Assistant Principal***

Rhonda Bernard

***Registrar/Attendance***

Mandi Douglas

### RATTAN ELEMENTARY

***Principal***

Todd Frazier

***Assistant Principal***

Tabatha Kramer

***Registrar/Attendance***

Casey Garza

### ROSAMOND-SHERLEY ELEMENTARY

***Principal***

Robin Latham

***Assistant Principal***

Maegan Rodgers

***Registrar/Attendance***

Marcee Ramer

## SECONDARY

### ANNA MIDDLE SCHOOL (6th GRADE)

**Principal**

Gabriel Medrano

**Registrar/Attendance**

Amy Simmons

### AAAC/DAEP

**Principal**

Kane Sweet

### ANNA MIDDLE SCHOOL (7th and 8th grade)

**Principal**

Matt Blanscet (Interim)

**Assistant Principal**

Rebecca Aronow

Tomika Crosby

**PEIMS Registrars**

Gail Porter

Edith Diaz-Martinez

### ANNA HIGH SCHOOL

**Principal**

Jared Miller

**Assistant Principal**

Randall Ball

Dana Walker

Teri Minnis

**PEIMS Registrar**

Brianne Nance

**Attendance Clerks**

A-G LaTarisha Washington-Ingram

H-Pa Adrian Siddiqui

Pb-Z Gail Higgins



## 2022 - 2023 Grade Reporting Calendar

FIRST SEMESTER - Secondary		
First 9 Weeks		
8/17/2022	9/2/2022	1st Progress Report
9/6/2022	9/30/2022	2nd Progress Report
10/3/2022	10/14/2022	1st Report Card
Second 9 Weeks		
10/17/2022	11/4/2022	1st Progress Report
11/17/2022	12/2/2022	2nd Progress Report
12/5/2022	12/21/2022	2nd Report Card
SECOND SEMESTER - Secondary		
Third 9 Weeks		
1/9/2023	1/27/2023	1st Progress Report
1/30/2023	2/16/2023	2nd Progress Report
2/21/2023	3/17/2023	3rd Report Card
Fourth 9 Weeks		
3/20/2023	4/6/2023	1st Progress Report
4/11/2023	4/27/2023	2nd Progress Report
5/1/2023	5/24/2023	4th Report Card

FIRST SEMESTER - Elementary		
First 9 Weeks		
8/17/2022	9/16/2022	Progress Report
9/19/2022	10/14/2022	1st Report Card
Second 9 Weeks		
10/17/2022	11/11/2022	Progress Report
11/14/2022	12/21/2022	2nd Report Card
SECOND SEMESTER - Elementary		
Third 9 Weeks		
1/9/2023	2/3/2023	Progress Report
2/6/2023	3/17/2023	3rd Report Card
Fourth 9 Weeks		
3/20/2023	4/27/2023	Progress Report
5/1/2023	5/24/2023	4th Report Card

## Overview

As students are evaluated on progress towards mastery of skills and concepts as identified through the Texas Essential Knowledge and Skills (TEKS) or the Pre-K Guidelines as outlined in the Anna Independent School District's curriculum, teachers will use a variety of indicators to monitor and assess progress on the learning continuum. Indicators may include any or all of the following:

Teacher observations based on specified criteria	Homework
Class discussions and participation	Book reviews/reports
Oral interviews and presentations	Teacher-made assessments
Projects	Research projects
Demonstrations	Texas Primary Reading Inventory (TPRI)
Checklists	Measures of Academic Progress (MAP assessment)
Cooperative learning groups	Unit, semester and/or benchmark assessments/exams
Daily practice	TELPAS
Compositions	STAAR
ESGI	Circle Assessment

The above list indicates a variety of assessment options. It is not comprehensive. However, any indicator used that is not found above must meet the criteria of being aligned to the TEKS. It is not required that grades be assigned every time progress is assessed and feedback is given.

**Note:** This document reflects district and campus expectations. A principal must propose any revisions or exceptions to these guidelines and submit the request to the Assistant Superintendent of Curriculum and Instruction or Executive Director of Teaching and Learning prior to the beginning of the school year. Students' grades shall reflect mastery of District objectives. Teachers shall follow District-approved grading guidelines that have been designed to reflect each student's academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board of Trustees determines that the grade was arbitrary, or contains an error, or that the teacher did not follow the District's grading guidelines. Board Policies EI (LEGAL/LOCAL), EIA (LEGAL/LOCAL), and EIA (LEGAL/LOCAL) Elementary and Secondary Grading Guidelines.

## Roles and Responsibilities

The quote, “It takes a village to raise a child,” is as true today as ever. Each stakeholder in Anna ISD has a part in helping to develop each student to meet the goals required for graduation- college and career success. When we all work together and do our part, our students and our community thrive. The chart below will identify some of the major roles/responsibilities of the stakeholders in regard to assisting students to meet or exceed grade level requirements from Pre-K through high school graduation.

<p style="text-align: center;"><b>TEACHER</b></p> <ul style="list-style-type: none"> <li>★ Instruction, assessment, and grades all are aligned to the TEKS</li> <li>★ Assist students in need through tutorials and Rtl activities</li> <li>★ Communicate student progress with students, parents and administrators</li> <li>★ Seek help when needed</li> <li>★ Follow the grading guidelines</li> <li>★ Follow the District’s Scope and Sequence</li> <li>★ Utilize high-leverage instructional practices</li> <li>★ Remain current with gradebook entries</li> <li>★ Participate in PLC’s to discuss data driven instruction and follow up with action steps to improve student achievement</li> <li>★ Follow student I.E.P., 504, LPAC Plan</li> <li>★ Utilize classroom management practices that ensure a safe and risk free learning environment</li> </ul>	<p style="text-align: center;"><b>ADMINISTRATORS</b></p> <ul style="list-style-type: none"> <li>★ Conduct weekly classroom visits to ensure instruction and assessments are aligned to the TEKS</li> <li>★ Participate in PLC’s to discuss data driven instruction</li> <li>★ Monitor gradebook and hold teachers accountable to AISD grading guidelines</li> <li>★ Assist teachers with training and resources to fully implement the TEKS</li> <li>★ Ensure appropriate interventions and policies are in place and fully implemented to assist students at-risk of academic or behavioral failure</li> <li>★ Communicate campus and district performance on local, state, and national assessments</li> <li>★ Develop and implement improvement goals and strategies for underperforming groups or content areas</li> </ul>
<p style="text-align: center;"><b>PARENT/GUARDIAN</b></p> <ul style="list-style-type: none"> <li>★ Hold student accountable for attendance, behavior, and homework</li> <li>★ Designate a time and location for homework</li> <li>★ Support student in reading for pleasure at least 20 minutes per day</li> <li>★ Ask student specific questions about what they are learning</li> <li>★ Keep up-to-date on gradebook entries</li> <li>★ Contact teacher with questions or concerns</li> <li>★ Attend conferences, programs, and other school events as often as possible</li> </ul>	<p style="text-align: center;"><b>STUDENT</b></p> <ul style="list-style-type: none"> <li>★ Be present in body and mind</li> <li>★ Participate fully in the learning process</li> <li>★ Ask questions when you need help</li> <li>★ Do the work assigned to the best of your ability</li> <li>★ Attend tutorials as needed</li> <li>★ Demonstrate your best work on all assessments</li> <li>★ Read at least 20 minutes each night for pleasure</li> <li>★ Follow behavioral expectations</li> <li>★ Participate in goal setting and attainment</li> </ul>

## Academic Achievement: Retention and Promotion and Curriculum Mastery

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. Expectations and standards for promotion shall be established for each grade level, content area, and course. [See District Policy: [EIA \(Legal\)](#), [EIA \(Local\)](#), [EIE \(Legal\)](#), [EIE \(Local\)](#)].

## Awarding Class Credit - Mastery of Objectives

Student academic achievement shall be based upon the degree of mastery of the objectives which reflect the Texas Essential Knowledge and Skills (TEKS). In order to be awarded credit in a course or subject, a student must have the following:

- A yearly average grade of 70 or higher on a 100 point scale (grades 2-12)
- Required Attendance In accordance with state law. A student may not be given credit for a class unless the student is in attendance for at least 90% of the days the class is offered. An exception to this rule would be supported by our [District of Innovation policy](#) that allows students to receive credit for a class they have demonstrated conceptual understanding and missed more than 10% of seat time due to extracurricular activities.

Attendance is subject to guidelines from the district on what is considered excused and unexcused absences. Please contact the campus attendance office if you have questions about your child's attendance and/or credits.

Anna High School students may have two college visit days their junior year and two their senior year. It is recommended that students obtain prior approval from their grade level counselor/ administrator and a letter from the college or university verifying the visit.

## Grade Reporting

### Progress Reports

The purpose of the progress report is to inform students, parents/guardians, and campus administrators regarding a student's progress in a subject area, specific course, attendance, and in conduct/work habits. The progress report reflects both satisfactory and unsatisfactory student progress.

- All K-5 elementary students will receive a progress report at the mid-point of the nine-week period. Reports are sent home with the student.
- All secondary students will receive a progress report at the 3rd week point of the nine-week period. Progress reports are sent electronically. Parents may request a paper copy.

Parents will be contacted if the student is in danger of failing at the progress reporting period or if there is a significant drop in grades.

If a student's grade falls below 75 or is a 1 or "Does Not Meet Grade-Level Standard (K-1)" after the midpoint of a grading period, every effort will be made to contact the parent/guardian by phone or in writing.

## Report Cards

The report card is a communication tool for parents/guardians and students. Report cards provide information regarding academic progress as well as attendance information. Report cards will be managed according to the following guidelines:

- Report cards are computer generated for grades 2 - 12th grade.
- Report cards are issued once at the end of each 9-week grading period.
- Progress reports are sent home with the students each nine weeks.
- Students in Pre K will receive a CIRCLE Assessment Report as a demonstration of progress at the Beginning, Middle and End of the school year.
- Kindergarten and first grade students will transition to a standards-based report card (SBRC) in the 21-22 school year. SBRC will be sent home at the end of each quarter.
- Report cards for grades 2-12 are sent electronically. We highly recommend parents view student grades through the Ascender Parent Portal. Paper report cards are available by request from the campus registrar.
- Report cards for students in the Bilingual Program will be the same as those for all students in AISD; however, additional reports addressing first and second language acquisition will be provided to parents periodically by teachers in these programs.
- Report cards for students in the Special Education Program will be the same as those for all students in AISD; however, additional reports addressing progress on I.E.P. goals will be provided to parents every nine weeks by teachers in these programs.
- Grades for students receiving special education services may be derived from progress on IEP goals. Additionally, students receiving resource time as outlined in their IEPs will receive weighted grades based on the amounts of time they spend in general education and special education; i.e. a student receives math instruction 30% of the time in resource and 70% of the time in general education; therefore, the student's grade will be weighed accordingly with 30% of the overall math grade coming from resource and 70% of the overall grade coming from the general education teacher.
- Report card grades for the Take Flight Program for students with dyslexia are based on class participation and classroom performance in the areas of single word decoding and reading rate.

## Retention

Prior to the retention conference, the teacher and campus administrators should ensure the following takes place:

- Parent communication regarding progress or lack of progress
- Counselor failure prevention plan and goal-setting with student
- RtI/504/LPAC committee discussion on learning deficits and strategies with a monitoring plan
- ARD committee discussion on IEP services provided to the student
- Small group data driven-instruction based on identified needs
- Student attends tutorials for additional support based on identified needs

At the conference, the campus principal will review student data and collaborate with the parent/guardians and the classroom teacher to complete the Light's Retention Scale (elementary only) to inform the decision to move forward with retention or not. If a consensus is reached, all parties must sign the decision document accessed [here](#).

## House Bill 4545

House Bill 4545 recently passed in the 87th Regular Legislative Session. The new statute is effective, as of June 16, 2021, with accelerated instruction practices required during the 2022-2023 school year for all students, based on STAAR/EOC results from Spring 2022.

HB 4545 establishes new requirements for accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR). The legislation includes:

- Elimination of grade retention and retesting requirements in grades 5 and 8
- For any student who does not pass the STAAR test in grade 3, 5, or 8 in math or reading, a new LEA requirement to establish an accelerated learning committee to develop an accelerated learning plan for the student and monitor progress
- For any student who does not pass the STAAR test in grades 3–8 or STAAR (EOC) end-of-course assessments, specifying that it must include either:
  - Being assigned a classroom teacher who is a certified master, exemplary, or recognized teacher or
  - Receiving supplemental instruction (tutoring) before or after school, or embedded in the school day

**Accelerated Learning Committees:** LEAs are required to establish accelerated learning committees (ALCs) for students who did not pass the STAAR test in grades 3, 5, or 8 math or reading beginning at the start of the 2022-2023 school year

### HB 4545 Retention and Retesting Requirements

- A student in grade 5 or 8 is no longer required to be retained at the same grade level based on STAAR.
- Grade placement committees have been eliminated, though school systems still have the flexibility to retain students if deemed appropriate locally.

- In grades 5 and 8, there is now only one mathematics and reading testing opportunity. Prior law incorporated two retesting opportunities for students, if the students did not perform satisfactorily on the initial assessment.
- The optional STAAR EOC assessments for Algebra II and English III will no longer be offered.

#### Accelerated Learning Committees

- The accelerated learning committee must be comprised of:
  - The principal or the principal's designee
  - The student's parent or guardian, and
  - The teacher of the subject of an assessment on which the student failed to pass.
- No later than the start of the subsequent school year, an accelerated learning committee must develop an educational plan for a student that provides the necessary accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the school year.
- The plan should detail the areas of accelerated instruction needed by the student, the plan for progress monitoring, assessment data, and the actions and tools that will be provided for the student.
- The plan must be documented in writing with a copy provided to the student's parent or guardian.
- For students in special education, the ARD committee serves as the ALC.

#### Supplemental Instruction Requirements

- Deliver targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas.
- Be provided *in addition to* instruction normally provided to students in the grade level in which the student is enrolled.
- Be designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
- Not be scheduled such that a student is removed from any of the following:
  - Instruction in grade-level content for the foundation curriculum
  - Instruction in enrichment curriculum for the grade level in which the student is enrolled
  - Recess or physical activity that is available to other students enrolled in the same grade level.
- Be provided for no less than 30 hours total during the summer or subsequent school year. If provided during the subsequent school year, it should include instruction no less than once per week.
- If a student does not pass both math and reading STAAR tests, they will need to meet the 30 hour requirement for each of the two subject areas.
- Utilize effective instructional materials designed for supplemental instruction.

- Be delivered in a 1-on-1 or small group environment, with no more than 3 students in a small group.
- Be provided by an individual with training in aligned instructional materials and under the LEA's oversight. Ideally, the same individual provides tutoring continuously for the student's entire supplemental instruction period.
- For students in special education, the IEP effectively replaces the accelerated learning plan.

## Academic Integrity

Academic dishonesty as defined in AISD Board Policy EIA (LEGAL/LOCAL). Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests, possible loss of credit, and disciplinary penalties in accordance with the campus discipline system. Academic dishonesty includes cheating or copying the work of another student, plagiarism of any kind, including the use of electronic media, and unauthorized communication between students during an assessment. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising employee, taking into consideration written materials, observation, or information from students.

Behaviors defined as cheating include, but are not limited to:

- Giving or receiving information, looking on someone else's work, or allowing someone else to see one's work during an exam, test or quiz
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key
- Use of unauthorized resources such as notes, cell phones, or other electronic devices during an exam
- Taking an exam, producing a project, paper or assignment for another student or asking someone to take an exam or produce a project, paper or assignment for an individual
- Copying work assigned to be done independently or letting others copy one's work

Behaviors defined as plagiarism include, but are not limited to:

- Any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, electronic media, and other similar works
- Paraphrasing another's work as one's own without proper citation. Academic dishonesty may result in academic and behavioral consequences

## Late Work Policy for Elementary

Students who do not turn in their class work on time will be assigned a study hall during recess or working lunch to complete work.

**Note:** Parental contact **must** be made and **logged** for students who have received 2 or more zeros in a subject each nine weeks.



## Elementary Grading Guidelines

Students should receive at minimum one weekly non-mastery assessment grade per subject area and a minimum of 3 mastery assessment grades per nine-week period in each of the following areas:

Reading Language Arts	Math
Social Studies	Science

### Re-Teaching, Remediating, and Intervention

Students who are failing or are not yet meeting grade level standards shall receive additional support from the classroom teacher in the form of small group instruction with a mini-lesson and an opportunity to correct or re-do assignments or tests (EIA Local/Legal). Parents should be notified prior to report cards that their student is failing or in danger of failing. Teacher should offer additional assistance to help student meet grade level or course requirements to include remediation, tutoring, or re-doing work.

Teachers should keep in mind the individual needs of the learner, i.e. learning difference, ESL, Dyslexia, etc... to ensure appropriate instructional strategies are utilized. In addition, if a pattern of failure is recognized and assessments validate this claim, the classroom teacher should complete a request for an Rtl committee to look over the evidence of learning and determine if Tier 2 support is necessary. The campus Rtl Leadership Team will review student progress in tiers 2 and 3 and make recommendations as needed.

### Additional Programs/Support

Assessment/Evaluation data is used to determine additional programs or support needed to meet the needs of learners. Prior to programs/supports, parents are contacted, meetings are held, and appropriate consent or authorization is secured. Not all students qualify and/or will receive an additional program or support. Examples of programs and services in Anna ISD include the following:

Tier 2 Intervention- (reading and math)	Special Education Services
Tier 3 Intervention- (reading and math)	504 Plan
ESL- English as a Second Language	Tutoring
Bilingual	Dyslexia Services
GT- Gifted and Talented	Homebound Services

### K-1 Standards-Based Report Card Guidelines

The Anna ISD standards-based report card (SBRC) for students in Kindergarten and First Grade is used as a tool to communicate to parents and other stakeholders progress toward grade level expectations for reading, writing, math, science, social studies, and behavior. The ultimate goal is to help each child reach his/her potential. The best opportunity to realize our goal for students occurs when the school and family work together as a team to support students in their learning goals. Therefore, parent-teacher conferences are highly

encouraged to review the specific details and student progress on the SBRC and rubric. Students in K-1 will receive a standards-based report card beginning the fall of 2022.

Each content area is a reflection of the academic and social skills that are outlined in the grade level Texas Essential Knowledge and Skills (TEKS) developed by TEA. Skills taught each nine weeks within the content areas of the report card were determined by the TEKS and the AISD Scope and Sequence. Each indicator will show a student's current achievement level, rather than an average. The indicators provide a better tool for parents to use in understanding their child's progress in relation to the TEKS. Ongoing teacher observations (anecdotal notes/records) will assist the teacher in the completion of the report card for each marking period. The "grade-level expectation" is the end of year goal for each student. Students should demonstrate progress toward the "grade-level expectation" throughout the school year as shown on each nine-week report card.

Students will receive a report card each nine weeks. The report card has the following key to assist parents/stakeholders with understanding their student's academic and social skill progress:

- 1 = Does not yet meet grade-level standards
- 2 = Approaching end of year grade-level standard
- 3 = Meets end-of-year grade-level standard
- Blacked out = Has not yet been introduced

### Grading Guidelines for Grades 2 - 5

The grading system for students in Anna I.S.D. in 2nd-5th grade core courses will be as follows:

- 100-90 = A - Advanced Performance
- 89-80 = B - Meets Grade Level Proficiency Standard
- 79-70 = C - Approaching Grade Level Proficiency Standard
- 69-0 = F - Failing to Meet Grade Level Standard

In all courses/grades, other areas of study such as art, music, physical education, work habits, and social behavior, student progress is marked as follows:

- E = Exceeds- Demonstrates above grade level standard performance consistently
- S = Satisfactory – Demonstrates at grade level standard performance consistently
- N = Needs Improvement – Performed slightly below grade level performance expectations but with continuous progress
- U = Unsatisfactory- Performed consistently below grade level expectations

### Assignment of Nine Weeks Grades for 2 - 5

The assignment of a grade in a particular content area should reflect a student's mastery of the skills and content of the course. Nine weeks' grades shall be assigned according to the following criteria:

1. Sixty percent (60%) of a grade shall be based on **mastery** criteria: Unit assessments, tests, projects, and presentations, or any other assessment done at the completion of an instructional unit. Before a mastery grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice with specific feedback. Major or long-term projects should be closely monitored with two or three non-mastery grades at set intervals prior to the mastery grade.
2. Forty percent (40%) of a grade shall be based on **non-mastery** activities: Class work, daily assignments, and quizzes, or any other assessment done during an instructional unit. These grades shall be a balanced representation of the types of work completed during the course of the nine-weeks grading period.

## Number of Grades

There shall be a minimum of 12 GRADES per nine-week grading period:

1. Reading Language Arts = 3 mastery and 9 non-mastery grades
2. Math= 3 mastery and 9 non-mastery grades
3. Science= 3 mastery and 9 non-mastery grades
4. Social Studies= 3 mastery and 9 non-mastery grades

Reading Language Arts activities and assessments that cover science and social studies TEKS in the AISD Scope and Sequence may be used for both content area grades. For example, if a student writes a persuasive argument on the importance of recycling/reusing, the teacher may include the grade for both writing and science.

## Other Grading Information

- Art, music, and physical education classes shall not take classroom behavior into account for the curriculum grade, but should instead, be noted in the comment section of the report card if there are issues.
- Non-Mastery assessments should be evaluated in a timely manner and used as a method to provide students with specific feedback on their performance of the assigned task.
- Homework should only be assigned to reinforce previously taught skills and concepts with feedback provided.
- Grades (and all portions of grades) shall not be awarded or reduced for any non-academic activities such as compliance grades (or points) for returning a report card, incomplete paper headings, etc...
- A grade of 69 should receive additional scrutiny for all students and be reconsidered for recording as a 70 for the nine-week period.

- Students receiving a grade below 70 on a mastery assessment shall have an opportunity to receive additional instruction followed by the opportunity to retest on the missed concepts/skills for a maximum grade of 70. (See EIA Legal)
- An I (Incomplete) will be issued for any of the following:
  1. Non-attendance in class and the student needs to make up an assignment or assessment
  2. No assignments turned in. This will change to a zero(0) at the semester
  3. Enrolling the last 15 days of the grading period without grades from the previous school
  4. Withdrawing prior to the end of the grading period

**Note:** *If a student withdraws in the last two weeks of a grade period and has at least two Mastery grades and five Non-Mastery grades, a grade shall be given.*

- Any designation of Incomplete (I) shall be converted to a grade within the first three weeks of the new quarter or 15 weekdays at the end of the year.

## Homework Guidelines

**Purpose:** Homework is used as a review, reinforcement, or practice of previously taught skills in the classroom. It should be purposeful, meaningful and provide feedback to students in a timely manner. Homework will not be calculated in final nine week grades.

Recommended daily duration of student engagement in homework activities (other than 20 minutes of Daily Sustained Reading):

- K-2 maximum of 20 minutes
- 3-5 maximum of 40 minutes

***Occasionally, grade levels will assign special projects to students that may require additional time.***

## Report Card Comments on Student Work Habits

Student work habits can be listed as a comment on the report card to provide information to parents on behaviors that either help students to be successful or keep students from being successful in the academic setting. Comments such as, “is able to follow directions, works independently, stays on task”, etc... can be selected by choosing the appropriate code/codes. Any comment not shown should be submitted to the Director of Information Services for consideration to be added.

<b>Report Card Comments/Student Work Habits</b>
Student is able to follow directions.
Student works independently, complete work, and stay on task.
Student organizes myself, my materials, and my belongings.
I can participate appropriately in group activities.
I can respect adults, peers, and school property.
I can take risks to attempt new tasks.
I can listen attentively without interrupting.
I can make appropriate transitions between activities.
I can accept consequences for personal actions.
Does not participate in P.E.
Does not participate in Art
Does not participate in Music
I can demonstrate creativity and innovation while developing digital products.

## Secondary Grading Guidelines

### Gradebook and Grading

It is the responsibility of the teacher to maintain accurate and updated gradebooks at all times. Remember, parents are able to view students' grades through the parent portal. Gradebooks need to be updated AT LEAST once weekly.

The gradebook will have the following categories:

- Mastery = 60% (minimum required, 3 per 9 weeks)
- Non Mastery = 40% (minimum required, 10 per 9 weeks)

Students are graded at all levels based on mastery of the Texas Essential Knowledge and Skills for the specific courses and/or grade levels. Mastery shall be determined as follows:

- Course assignments and unit evaluations shall be given to determine student grades in each subject.
- An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills shall be validated by the following assessments: unit exams, nine-week assessments, quizzes, common assessments, teacher-created exams, and final exams. Exams may be administered separately.
- Mastery of at least 70 percent of the objectives shall be required.
- Students in special education who receive a modified curriculum as outlined in their IEPs will have this notated on their report cards and transcripts (i.e. modified grade). =

### General Grading Scale

All AISD Secondary Campuses grade students work on a 100 point scale. The grade scale is as follows:

90 - 100 =	A
80 - 89 =	B
70 - 79 =	C
0 - 69 =	F

### Promotion Guidelines for Grades 6 - 12

Grades 6 – 8 - To be promoted from grade six to grade seven, from grade seven to grade eight, and from grade eight to grade nine, students must meet ALL of the following criteria: Policy EIE(LOCAL)

- Earn a yearly average of 70 or above in each of the subjects of English language arts, mathematics, science, or social studies
- Earn an overall average of 70 when all subjects (core and electives) taken are averaged together

- Meet the 90 percent state-mandated requirement for attendance. State law mandates that a student in any grade level from kindergarten through grade 12 may not be given class credit or a final course grade unless the student is in attendance for at least 90% of the time the class is offered. The campus Grade Placement Committee will review attendance, reasons for missing school, extra curricular activities exemption by District of Innovation , as well as class and assessment performance to inform decisions on retention and promotion.
- In addition to local standards for mastery and promotion, students in eighth grade must meet the passing standard established by the State Board of Education on an applicable assessment instrument (STAAR) in the subjects required under state law in order to be promoted to the next grade.

In sixth through eighth grade, campus based Grade Placement Committees shall make recommendations for promotion or retention of those students who do not meet minimum state and district standards. After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

### Grading Categories

All secondary campuses use a Non-Mastery/Mastery split for grade categories for all assignments and assessments

**Non-Mastery** are earned during an instructional unit to identify student strengths and weaknesses.

**Mastery** is earned at the end of an instructional unit to evaluate student learning.

The percentage weighting of grade categories:

Non-Mastery	Mastery
40%	60%

### Minimum and Maximum Grade Points

All secondary campuses use a 0-100 point scale. There is not a minimum grade for failing work. Anna ISD believes all students should have an opportunity to demonstrate mastery of the skills and content taught during each unit. This is the reason Anna ISD encourages teachers to align their grading with the growth and improvement observed in each student.

Anna ISD does not support the use of “extra credit” grading or grades being awarded for non-academic activities.

Additional specifics about Maximum and Minimum Grades:

1. No single Mastery assessment grade may count more than 33% of the total average. It should be noted, however, that some major projects may comprise more than one assignment.
2. Calculated averages reported on progress reports or report cards may not exceed 100%.
3. Teachers are not required to give a minimum grade on an assignment that does not reflect the quality or mastery level of the student's work.

### Minimum Number of Grades entered in gradebooks for a 9 week grading period

Each campus has a requirement for teachers to have a certain number of grades recorded in the gradebook in order to provide feedback on progress toward mastery.

- AEC – Non-Mastery – 10 grades / Mastery – 3 grades
- AMS – Non-Mastery – 10 grades / Mastery – 3 grades
- AHS – Non-Mastery - 10 grades / Mastery - 3 grades
- AAAC – Students at AAAC use an online learning system that monitors individual student progress and grades work and assessments on an individual basis

**Note:** *Teachers are required to enter at least one Non-Mastery grade per week and one Mastery grade per 3 weeks.*

### Gradebook Notation

Teachers determine what category (Non-Mastery / Mastery) in which an assignment will be placed. The gradebook will show the assignment, earned grade, and provide a running average.

There are other notations used by teachers in the gradebook:

**M- Missing:** Should a student have missing assignments, a teacher will enter an “M” for an incomplete grade. A grade of “M” is calculated as a zero and considered a failing grade for UIL eligibility purposes.

**X - Excluded:** A teacher may choose to not count an assignment for an individual student or an entire class. If that is done, an “X” is entered in the gradebook to indicate No Grade will be taken.

### Incomplete Grades

A student receiving an incomplete and/or a zero for a 9 weeks grade has one week to convert the incomplete grade to an earned grade. In unusual cases, where the student has missed a large quantity of work, the time may be extended. The teacher must communicate to the student and parent/guardian, the nature of the outstanding work and the time limitation for completing the work (UIL required).

### Communication

To ensure that parents receive the most up-to-date academic progress of their child, grade 6-12 teachers will record weekly grades in Ascender Teacher Portal by 8:00AM the Monday of each new week. Teachers should



contact Parent(s)/Guardians of students who are in danger of failing the grade or course prior to the report card grade to ensure sufficient time for remediation, tutoring, re-doing coursework/tests.

## Grade Weighting by Course Level Designation

### (High School Credit Courses)

Certain courses have a higher level of content and/or rigor. Because of the challenging nature of these courses, additional grade points are given on student grade averaging. The following table shows the additional points or weighting of these courses.

#### Level III

Eligible AP courses, dual credit courses, and other courses locally designated as advanced shall be categorized and weighted as Level III courses.

#### Level II

Eligible Pre-AP courses, honors, and independent student mentorship (ISM) courses shall be categorized and weighted as Level II courses.

#### Level I

All other eligible courses shall be categorized and weighted as Level I courses.

### Weighted Grade Points Conversion Table (Class of 2022 & Beyond)

The following table is for students beginning with the graduating class of 2022.

Grade	LEVEL III	LEVEL II	LEVEL I
100	5.0	4.5	4.0
99	4.9	4.4	3.9
98	4.8	4.3	3.8
97	4.7	4.2	3.7
96	4.6	4.1	3.6
95	4.5	4.0	3.5
94	4.4	3.9	3.4
93	4.3	3.8	3.3
92	4.2	3.7	3.2
91	4.1	3.6	3.1
90	4.0	3.5	3.0
89	3.9	3.4	2.9

88	3.8	3.3	2.8
87	3.7	3.2	2.7
86	3.6	3.1	2.6
85	3.5	3.0	2.5
84	3.4	2.9	2.4
83	3.3	2.8	2.3
82	3.2	2.7	2.2
81	3.1	2.6	2.1
80	3.0	2.5	2.0

For additional information: See AISD Board Policy EIC(LOCAL)

A student who transfers to a higher level class after the first nine weeks is not eligible to earn weighted points for the first semester. In order to receive weighted points at the semester for a weighted course, the student must be enrolled in the advanced course for the entire semester and fulfill all requirements for the course.

### High School Credit Courses At Anna Middle School

Students must be able to perform at the academic level required of high school students. Since these are high school credit courses, the following are required:

1. A semester final examination is required which counts one-seventh of the final semester grade.
2. The semester grades are recorded on the student’s high school transcript.
3. The final semester grades are used in computing the student’s high school GPA and determining class rank at graduation.
4. Counselor approval is required for high school credit courses taken at the middle school.

<b>Art 1</b>	<b>Digital Media</b>
<b>Spanish 1</b>	<b>General Employability Skills</b>
<b>Principles of Human Resources</b>	<b>Algebra 1</b>
<b>Pre-Engineering I-½ credit</b>	<b>Pre-Engineering 2-½ credit</b>

### Dropping from an Advanced Course Due to Poor Academic Performance

Please see the [2022-2023 Anna High School Academic Planning Guide](#).

## Secondary Alternative Grading System for AP, Dual Credit and Dual Enrollment

The instruction, grading, and assessment policies of AP, Dual Credit, and Dual Enrollment courses will be determined by the approved College Board syllabi and Dual Credit/Dual Enrollment articulation agreements, respectively.

### Late Work Grading

Teachers are required to accept late work if a student missed work due to an excused absence. Students who miss deadlines for assignments are allowed to submit work, however, grade penalties may be imposed depending on the assignment.

More than three late assignments during any one nine-week grading period may result in additional consequences.

Teacher may decide to give an extension but that is up to the individual teacher, this is the minimum.

SPED/504 Exceptions - Refer to accommodations.

1 Day Late:	-10pts off earned grade
2 Days Late:	-20pts off earned grade
3 Days Late:	-30pts off earned grade
4+ Days Late:	-0 (Zero)

### Make Up Work

Students shall be permitted to make up assignments and tests following any absence. All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school. For students at the secondary level, the district shall not impose a grade penalty for makeup work after an unexcused absence. The following guidelines apply to make-up work:

- A student will be given as many days as he/she was absent to make up tests and other missed assignments.
- If a student does not complete the work assigned after the allotted number of days has passed, the actual grade of zero will be recorded in the grade book.
- Teachers are required to provide assignments prior to an absence when requested by the student or parent. Please note: scheduled absences require principal approval with two weeks advance notice.

### Homework

The purpose of homework is practice. Assigning and grading homework varies by campus and by teacher. Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner. Peer assessment is appropriate for revising and editing work, but peer grading for Mastery grading is prohibited.

It is an individual teacher's choice on assigning and grading homework. Some teachers allow students to resubmit homework.

## Re-Assessment (i.e. Re-Testing)

All secondary campuses have re-assessment. In addition, all AISD secondary campuses require a re-testing student to attend a re-teaching session prior to re-assessment. Using test corrections as a re-assessment is supported in AISD.

Additional requirements for re-assessment:

- The re-assessment must occur within the same nine-week grading period except in the case of an end-of-grading period assessment, in which case the re-assessment should occur no later than one week after the grading period ends. In the case of end-of-grading period re-assessments, students must notify the teacher of a re-assessment request and the teacher must assign an Incomplete (I) until the reassessment is complete.
- Students may receive the earned grade or a reduced grade due to re-assessment on any reassessment over the content with a given grading period.
- Middle school students taking high school credit courses will be graded on those assignments based on the weight assigned at the high school.
- Students in weighted courses (Pre-AP, Honors, Dual Credit, AP) can be given the opportunity to retest on failed assessments. In the event the student fails both assessments, the higher of the two tests shall be recorded.

## Campus Guidelines for Re-Testing

If a student scores below a 70 on an assessment, the student is given the opportunity to be re-assessed. Individual teachers set up a re-teach and re-assessment for students wanting to re-test.

## UIL Eligibility and No Pass No Play

**Note:** Calendar located at the end of this document.

This is a state mandated program that requires students participating in school sanctioned extracurricular activities, governed by the University Interscholastic League (UIL), to have passing grades in all courses to maintain eligibility to participate.

Anna ISD requires students to have a grade average of 70 or above in every class at each official UIL Eligibility grade check date in order to meet the requirement to participate. Students who have a grade of "I", meaning an incomplete grade, at the time of an eligibility check are considered to be failing and therefore ineligible to participate under UIL guidelines.

After a grading period, a student who receives a grade lower than the equivalent of 70, but not lower than 60, on a scale of 100 in an exempt course shall be considered eligible for extracurricular activities. A student who receives a grade lower than 60 on a scale of 100 in an exempt course after a grading period shall be suspended from participation in any extracurricular activities.

For the purposes of determining eligibility to participate in extracurricular activities after a grading period, the following courses are considered exempt courses: Advanced Placement, International Baccalaureate, honors, and dual credit courses. See FM(LOCAL)

Additional specifics related to UIL and No Pass No Play guidelines are located in the following link:

<https://www.uiltexas.org/policy/tea-uil-side-by-side/academic-requirements>

## Transfer Grades and Transfer Credit

Transfer Students Grade averages for any student transferring into Anna ISD will be used in place of assignments, quizzes, and major grades that the student has missed during the current grading period. Students will be permitted to submit alternate assignments, quizzes, and major grades for any transferred grade. Teachers will use the grade that most benefits the student.

Students may enter an AISD secondary school already having earned credits elsewhere. To be awarded credit for the course being transferred, the course and grade earned must meet the following requirements:

1. A grade of 70 or above on a 100 point scale or a 2.0 or above on a 4 point scale
2. The course was taken through an accredited program or school. The accreditation must have come from the Southern Association of Colleges and Schools (SACS) or some other state recognized accreditation system
3. The course or courses must have a defined curriculum that aligns with the TEKS of a similar course in AISD.

The Transfer Credit grading scale:

1. On a 100 point scale: The numeric grade earned will be entered.
2. On a letter scale: A = 95, B = 85, C = 75, D/F = 65
3. On a 4 point scale:
  - A=4.0 so numeric grade will be: 95
  - B=3.0-3.9 Grade will be recorded as an 80+the tenth (Ex. 3.3 = 83)
  - C=2.0-2.9 Grade will be recorded as an 70+the tenth (Ex. 2.3 = 73)
  - F=0.0-1.9 All failing grades will be recorded as a 60

## Dual Credit Grades

Certain courses offered at Anna High School have an option for credit being earned for high school and college. Dual credit courses may follow the grading expectations of the college course. Each course will have a syllabus indicating how grades are earned for that course.

For more information, visit the [Anna High School Dual Credit](#) website.

## Credit by Exam Guidelines

Students in AISD secondary schools may earn credit for courses by taking an exam that assesses mastery of the TEKS for that course. The assessments used for Credit by Exam testing in AISD are offered through the University of Texas at Austin and Texas Tech University. Information on the CBE options can be found at the following:

- University of Texas - [https://highschool.utexas.edu/credit\\_by\\_exam](https://highschool.utexas.edu/credit_by_exam)
- Texas Tech University - <https://www.depts.ttu.edu/k12/programs/testing/cbe/>

A student in grades 6-12 may be awarded credit based on performance on a CBE taken either with no prior instruction or with prior instruction. Students may not attempt to earn credit by exam for the same high school subject more than two times. A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 50 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

### No Prior Instruction

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. Students who have had no prior instruction must be awarded credit for the applicable course if the student receives one of the following scores on a CBE approved by the local board of trustees:

- Three or higher on an AP exam
- A scaled score of 50 or higher on a CLEP exam
- 80% or higher on any other locally approved exam

If a student fails to earn credit by exam for a high school course before the beginning of the school year when the student would normally be expected to enroll in that course according to the district's schedule, the student must satisfactorily complete the course in order to earn credit.

### Prior Instruction

Students who have had prior instruction in a course may be awarded credit for the applicable course if the student scores 70% or higher on a CBE approved by the local board of trustees. Prior instruction is determined by Anna ISD.

### Credit by Exam 2022-2023 Testing Windows

During each testing window provided by the district, a student may attempt a specific exam only once.

- October 3-7, 2022 (application deadline: September 6, 2022)

- January 9-13, 2023 (application deadline: December 14, 2022)
- April 17 - 21, 2023 (application deadline: March 15, 2023)
- July 10 - 14, 2023 (application deadline: June 14, 2023)

Complete the Registration application electronically: [bit.ly/AnnaISDCreditByExamRegistration](https://bit.ly/AnnaISDCreditByExamRegistration)

## Grade Point Average (GPA) and Class Rank

Grade Point Average(GPA) and Class Rank are determined following AISD Board Policy EIC(Local).

All courses in AISD have a calculated course average that is posted in the gradebook.

Please refer to AISD Board policy EIC(Local) for additional information regarding selection of valedictorian and salutatorian and early graduation rank in class.

### Notes on GPA and Rank

Colleges and universities may develop their own procedures for interpreting grade and rank information. It is not uncommon for those institutions to recalculate the Grade Point Average based on an internal formula. For example, some institutions may only consider grades earned in core areas or may utilize a different weighting scale. Most colleges and universities ask for students to provide an unweighted GPA. Check with your prospective institution for more information.

**High School Courses at Middle School:** Courses taken for high school credit in middle school count for high school credit AND are calculated into the Grade Point Average (GPA) or class rank at high school. Some colleges and/or the National Collegiate Athletic Association (NCAA) may use these classes and the grades earned into consideration when making admission decisions. It is important that students and parents speak with a counselor before deciding to take high school level courses in middle school.

## Anna ISD UIL Eligibility Calendar (2022-2023)

This document is intended to bring clarity to the eligibility calendar for U.I.L. participants. Specifically, be aware of the following issues:

- Grace periods for academic eligibility are seven (7) calendar days after the evaluation, with the exception of holidays.
- Academic Eligibility is determined from nine-week grades, not semester grades.
- After the 1st six weeks academic eligibility check, students may only lose academic eligibility at the nine weeks grading report.
- Students can regain academic eligibility at the three weeks progress reports, and at the nine weeks grading report.
- All students are academically eligible during the Thanksgiving, Christmas, and Spring Break holidays.
- Following Thanksgiving, Christmas, and Spring Break holidays, ineligible students return to being ineligible until the next grade check and grace period.
- All students are academically eligible through the summer.
- Total credits from the previous year determine the first 2019-20 six weeks eligibility for students 10th-12th. Students in HS are required to have in the 2nd year = 5 credits. 3rd year = 10 credits. 4th year = 15 credits. For students 7th-9th promotion to the next grade means they are eligible for the first six weeks.

Friday	September	30	First official eligibility grade check. Check grades on all students involved in extracurricular programs. [End of 1st six week grading period]
Friday	October	7	End of 7 Day Grace Period: Students may LOSE eligibility at the close of the school day. [For exceptions refer to AISD Honors Courses Approved for Exemption for No Pass, No Play listing]
Friday	October	14	Official grade check for all students.[The end of the nine-week grading period.] Check grades on all students involved in extracurricular programs.
Friday	October	21	End of 7 Day Grace Period: Students may GAIN or LOSE eligibility at the close of the school day. Students that passed 1st nine weeks are eligible for the ENTIRE 2nd nine weeks.
Friday	November	4	Three-week grade check for ineligible students. Students must be passing ALL classes in order to regain eligibility.
Friday	November	11	End of 7 Day Grace Period: Students may GAIN eligibility at the close of the school day
THANKSGIVING BREAK - All students passing or failing are academically eligible from the close of school. November 21, 2022 - November 25, 2022			
Friday	December	2	Ineligible students may gain eligibility at the close of the school day.



Friday	December	16	Official grade check for all students. [The end of the nine-week grading period.] Check grades on all students involved in extracurricular programs.
CHRISTMAS BREAK - All students passing or failing are academically eligible from the close of school. December 17, 2021, through the beginning of school January 5, 2022.			
Wednesday	January	4	Beginning of school after Christmas break
Monday	January	23	Three-week grade check for ineligible students. Students must be passing ALL classes in order to regain eligibility.
Monday	January	30	End of 7 Day Grace Period: Students may GAIN eligibility at the close of the school day
Friday	February	10	Three-week grade check for ineligible students. Students must be passing ALL classes in order to regain eligibility.
Friday	February	17	End of 7 Day Grace Period: Students may GAIN eligibility at the close of the school day
SPRING BREAK - All students passing or failing are academically eligible from the close of school March 4, 2022 through the beginning of school March 13, 2023.			
Friday	March	17	Official grade check for all students. [The end of the nine-week grading period.] Check grades on all students involved in extracurricular programs.
Friday	March	24	End of 7 Day Grace Period: Students may GAIN OR LOSE eligibility at the close of the school day. Students that passed 3rd nine weeks are eligible for the ENTIRE 4th nine weeks.
Friday	April	7	Three-week grade check for ineligible students. Students must be passing ALL classes in order to regain eligibility.
Friday	April	14	End of 7 Day Grace Period: Students may GAIN eligibility at the close of the school day
Thursday	April	27	Three-week grade check for ineligible students. Students must be passing ALL classes in order to regain eligibility.
Thursday	May	4	End of 7 Day Grace Period: Students may GAIN eligibility at the close of the school day
Thursday	May	25	End of the fourth nine-weeks grading period. End of the school year.