



SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: July 20, 2026

Agenda Section: Consent

Agenda Item Title: Grading Policies and Procedures

From/Presenters: Dr. Jennifer Gutierrez, Deputy Superintendent

Description: As required by Texas Education Code §28.0216

Each school district in Texas must adopt a grading policy every school year. In compliance with this requirement, the South San Antonio ISD Grading Policy must:

- Ensure that grades assigned by teachers reflect a student's actual mastery of the content and skills taught;
- Prohibit the practice of assigning minimum passing grades on class assignments or examinations without regard to the quality of student work; and
- Clearly state whether students may be provided a reasonable opportunity to make up or redo assignments or examinations for which they received a failing grade.

The Grading Policies and Procedures shall be reviewed, approved, and adopted annually by the South San Antonio ISD Board to ensure compliance with state law and alignment with district expectations for teaching and learning.

Historical Data: The Grading Policies and Procedures for the 2025-2026 school year was approved by our Board of Managers September 15, 2025.

Recommendation: Adoption of the Grading Policies and Procedures for the 2026-2027 school year as presented.

Purchasing Director and Approval Date: N/A

Funding Budget Code and Amount: N/A

Goal 1: Curriculum and Instruction - SSAISD will engage all students with a high-quality, research-based curriculum to achieve academic growth and excellence.



SOUTH SAN ANTONIO ISD

Grading Policies and Procedures

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South San Antonio ISD

Grading Guidelines



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NOTE: With the implementation of the STAAR and STAAR EOC (End of Course) tests, the Texas Education Agency (TEA) frequently provides interpretations to school districts regarding rules and guidelines related to the STAAR and STAAR EOC and their impact on student progress as it relates to promotion, retention, and award of credit. As South San Antonio ISD receives information, it will be reflected in these guidelines.

The use of the grading guidelines outlined on the following pages is mandatory by all district school teachers. The purpose of these guidelines is to ensure that grading practices are consistent along grade levels, subjects, and schools and that a fair and objective assessment of student performance occurs.

The grades in all subject areas should be a fair evaluation by the teacher of the student's performance and mastery of the Texas Essential Knowledge and Skills (TEKS). A student's academic grades shall not be altered because of student behavior. The expectation of the South San Antonio ISD is that student performance will exceed the minimum standards and that the student will excel in higher order thinking skills.

The curriculum of the South San Antonio ISD is defined by the Texas Essential Knowledge and Skills (TEKS) adopted by the State Board of Education. Mastery of these TEKS is measured by our balanced assessment system that includes; formative, common formative, unit, summative assessments, and universal screeners.

As students progress toward mastery of the skills and concepts outlined in the South San Antonio Independent School District curriculum, teachers should use a variety of indicators to monitor and assess this progress. These indicators may include, but are not limited to, the following:

formative assessments	progress monitoring tools
summative assessments	intervention data
portfolios	checks for understanding
classroom observations and anecdotal records	research products
student self-assessments and reflections	rubric based scoring

The above list addresses how to monitor and assess student progress. As this document will clarify, it is not required that grades be assigned every time progress is assessed and feedback given. The criterion for earning course credit is: Demonstration of 70% mastery of the TEKS.



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NOTE: This document reflects district and campus expectations. The Deputy Superintendent must approve any revisions or exceptions to these guidelines. 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 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 EIE (LEGAL/LOCAL) Grading Guidelines.

GRADING SCALE

The grading designations for SSAISD schools are as follows:

100-90	A	Excellent Progress
89-80	B	Above Average Progress
79-75	C	Average Progress
74-70	D	Progress
69-0	F	Unsatisfactory Progress/Failing
Incomplete	I	Incomplete Progress (Not to be used on a withdrawal form)
No Grade	NG	No Grade (See "Assignment of Nine Weeks Grades")

Grade points will be awarded according to the chart included in this document. The chart is also defined in SSAISD School Board Policy (EIC Local).

PROGRESS REPORTS, REPORT CARDS AND OTHER ACADEMIC RECORDS

Student progress will be reviewed during the third week of each nine-week grading period to determine whether students are meeting established academic criteria and grade-level expectations. At the end of the third and sixth week of each nine-week grading period, teachers must notify parents/guardians if a student is failing in any subject or is not meeting grade-level expectations. In addition, teachers will schedule an in-person conference with the parent/guardian to discuss the student's progress, identify areas of concern, and develop a plan of support to improve academic performance and ensure student success.

Pre-kindergarten and Kindergarten students will receive a Skill Mastery Checklist used to evaluate their learning and progress. Skill Mastery Checklists reports will be issued every nine weeks.



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In grades 1 through grade 12, report cards will be issued every 9 weeks district wide. Report cards will be provided to parents at the end of every nine weeks.

Teachers are expected to communicate with the parent(s) or guardian(s) of any student who is at risk of failing or who receives a failing grade (less than 70%) during a grading period. Communication should occur in a timely manner and include information regarding the student's academic progress, areas of concern, and available interventions or support.

In addition, an in-person parent/guardian conference must be conducted for any student receiving a failing grade by the end of each nine-week grading period. The conference should include a discussion of the student's academic performance, attendance (if applicable), intervention strategies, and a collaborative plan for improving student achievement. Documentation of the communication and conference should be maintained in accordance with campus procedures.

Principals shall require teachers to maintain adequate records of student grades so that promotion/retention and other appropriate educational decisions may be made based on objective data.

ACADEMIC DISHONESTY *(Include or reference Board Policy)*

Academic dishonesty includes cheating or copying the work of another student (whether the student knowingly provides or receives the work), plagiarism and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary or academic penalties. The teacher and campus administrator shall determine such action jointly. Students must follow our Best Practices for Technology Use, which can be reviewed here: Best Practices for Technology Use - <https://www.southsanisd.net/departments/technology/best-practices>.

ASSIGNMENT OF NINE WEEKS GRADES: ALL GRADE LEVELS

In determining grading period grades, a variety of assessment strategies should be used. 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, tardies, etc.

NO GRADE

No grade (NG) will be issued based on any of the following criteria:

- (1) non-attendance in class,
- (2) zero assignments turned in,
- (3) enrolling the last ten days of the nine weeks without grades from the previous school.



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If a designation of NG is recorded, the NG must be converted to a grade by the end of the following grading period. NGs will not be recorded in the last grading period of the year. Note: If a student withdraws within the last two [2] weeks of a grading period, and has 3 daily work grades and 2 test grades then a grade shall be assigned.

INCOMPLETE

Except in extenuating circumstances, any designation of Incomplete (I) on the report card must be converted to a grade within two weeks of the end of the grading period. Exceptions to this policy may apply in cases regarding UIL eligibility. Refer to UIL rules for additional information. Administrative approval is required before recording a grade of Incomplete (I) in the final grading period of the year.

Teachers are strongly discouraged from assigning incomplete grades to students except in the instances required by UIL. This requires parental contact and or the use of credit recovery, tutorials, etc. to ensure that students are up to date on grades. Once a teacher has assigned a grade of Incomplete, it is the teachers responsibility to adhere to the two week grace period and change the grade to a numerical grade prior to the end of the next grading period or the end of the school year, whichever applies.

The assigning of a grade in a particular course should reflect a student's mastery of the skills and content of the course. Grades for each nine-week period shall be assigned according to the following criteria:

- 1) Major Projects and Tests (30%)
- 2) Daily Work Assignments (70%)

No "blanket grades" are to be issued for a grading period. A "blanket grade" is giving every student in the class the same grade for an assignment without regard to individual achievement.

MAJOR PROJECTS AND TESTS

Thirty percent (30%) of a grade shall be based on summative activities such as major projects and tests. Before a summative (major) 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 before summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades (daily grade) at set intervals prior to the summative grade (major grade). If the project merits more than one summative grade (multiple grades), each grade should represent a different component of the project.

1. Thirty percent (30%) of a grade shall be based on summative activities such as:
 - a. District Common Assessments
 - b. Campus Assessments/Tests/Exams



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- i. Exams should include objective-type questions as well as open-ended questions. Avoid objective questions over inconsequential details.
 - c. Major projects
 - d. Teacher-made Assessments
2. A minimum of 3 grades shall be included in this 30% grading category every grading period.
3. These grades should be a balanced representation of the types of work completed during the course of the nine weeks grading period.
4. Recording the same grade multiple times is not acceptable. This includes one teacher recording the same grade multiple times or more than one core teacher recording the same grade. Each time a grade is recorded, it is to apply to a specific component of a project. Initial assignment and discussion of long term projects must include a written explanation of the criteria that will be used for evaluating the assignment (rubric). Major tests shall be scheduled and communicated to the students at least three class days in advance.
5. Exceptions to the percentage recommendations shall be based on a specific rationale agreed upon by the principal and the teacher with the approval of the Deputy Superintendent or their designee.

DAILY WORK/ASSIGNMENTS

Seventy percent (70%) of a grade shall be based on daily work. The 70% shall include:

1. A minimum of one daily grade per week per content for each nine-week grading period will be recorded.
2. All student work will be posted in the teacher's grade book within 7 days. Writing assignments will be posted in the grade book within 10 days.
3. South San Antonio ISD's curriculum is defined by the Texas Essential Knowledge and Skills (TEKS) adopted by the State Board of Education. Mastery of these TEKS is measured by our balanced assessment system (formative, common formative, unit, summative assessment, and universal screeners).

RE-TEACHING & RE-TESTING

Reteaching is an integral part of the instructional program and is an ongoing process. Frequent evaluation, both formal and informal, will determine the need for intervention to accelerate student learning.

1. Every effort should be made to identify areas of student non-mastery early in the year through the use of district assessments, grades, and other diagnostic tools in order to provide the most appropriate learning environment for the student.
2. The scheduling of instructional activities by teachers shall allow for the reteaching of non-mastery students at frequent intervals so that retention and course failures will be minimized.
3. Re-teaching will be required if more than 50% of students do not demonstrate mastery of the content; re-testing will occur during the scheduled class time. If less than 50% of the students do not demonstrate mastery, re-teaching and re-testing will occur.
4. Reteaching grades shall be calculated as follows:



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- a. The teacher shall provide a re-teach on the non-mastered objective(s) and shall re-assess the student.
- b. The method of re-assessment shall be determined by the teacher.
- c. After the student has demonstrated mastery of the TEKS or objective(s) and a retest is given, the highest grade that shall be recorded is a "70" for the TEKS or objective(s).
- d. If the student does not demonstrate mastery by the end of the grading period, then the highest grade earned by that student on the TEKS or objective(s) will be recorded.
- e. The re-teach grade should be recorded and labeled as "re-teach" in the teacher's grade book.

EXTRA CREDIT

All extra credit is to be academic and intended for enrichment in a class or course.

1. Extra credit may be offered at the discretion of the teacher.
2. If extra credit is offered, it must be offered to all students in the class.
3. Extra credit awarded will not account for more than 5% of any grade category depending on the nature of the extra credit assignment of any one grading period average.
4. The actual grade earned on any assignment may exceed 100% to reflect extra credit; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.
5. Extra credit will not cause an excessive financial burden on the family or be given for bringing in basic school supplies, signed forms, etc. Extra credit opportunities must be instructional in nature and relate directly to the TEKS of the course.

MAXIMUM WEIGHT OF GRADES

1. When calculating a nine-week average, no single assignment or assessment grade may count more than 10% of the total average regardless of the grade category.
2. It should be noted, however, that some major projects may consist of more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

COMMUNICATION TIMELINES AND REVIEW OF MATERIALS

- A. All student work shall be assessed and feedback given. Work that is graded shall be returned and recorded in the district electronic grade book within 7 calendar days from the due date.
- B. Projects/research papers/Language Arts and Reading compositions shall be graded and returned within the same grading period that they are completed and submitted to the teacher.
- C. Students have the right to review their tests. All tests given shall be graded, recorded, and reviewed within a week of the date the test was administered. Adherence to this timeline will allow for timely and meaningful remediation.
- D. Teachers are expected to communicate with the parent(s) or guardian(s) of any student who is at risk of failing or who receives a failing grade (less than 70%) during a grading period. Communication should



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occur in a timely manner and include information regarding the student's academic progress, areas of concern, and available interventions or support.

- E. In addition, an in-person parent/guardian conference must be conducted for any student receiving a failing grade by the end of each nine-week grading period. The conference should include a discussion of the student's academic performance, attendance (if applicable), intervention strategies, and a collaborative plan for improving student achievement. Documentation of the communication and conference should be maintained in accordance with campus procedures.

MAKE-UP/LATE WORK

All students shall be allowed to make up work when they are absent from class.

It is mandatory for all teachers and campuses to follow make-up policies for missed work due to absence or extenuating circumstances. Campuses and/or individual teachers may not disregard policies listed below (1-5).

Late work is defined as any assignment that is not submitted on the due date and class period. Late work will be accepted for a grade up until the end of the day on the Thursday before the last day of the grading period in which the assignment was made OR until the teacher documents personal contact with a student's parents regarding a late assignment.

1. Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
2. Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to make up assignments.
3. In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
4. Once parental contact is made, students should be provided at least one additional day to submit the assignment.
5. The District shall not impose a grade penalty for make-up work after an absence due to suspension.

Note: If an assignment is due the last week of the grading period and extenuating circumstances prevent the assignment from being submitted on time, the teacher may assign a mark of incomplete (I) on the report card. In such situations, the timelines described above will be used. Exceptions to these guidelines may apply in cases regarding UIL eligibility. Refer to UIL rules for additional information.

Modifications of this procedure, which may require administrative approval, should be discussed with the campus principal and Deputy Superintendent or their designee in a timely manner.



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PROGRESS REPORTS AND PARENT CONFERENCES

Progress reports will be issued after the third and sixth weeks of each nine-week grading period.

1. Teachers must initiate parent contact within two days from the time progress reports are available for students whose average is below 70. Contact should be documented and kept by the teacher.
2. The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. If a student's grade is below 70 after the progress report has been issued, documentation of parent contact for all classes where the grade is below a 70 will be documented and kept by the teacher for verification purposes.

PROMOTION, RETENTION, AND AWARD OF CREDIT ALL GRADE LEVELS

The campus principal must:

- ☐ Ensure that School Board Policy is not violated in regards to grading.
- ☐ Write a written recommendation for the requested change(s) if school board policy is not violated and the principal agrees that the change is necessary.
- ☐ Submit the recommendation in writing and obtain written permission from the Deputy Superintendent or their designee.
- ☐ Keep the documentation on file.
- ☐ Ensure that the change is applied to all teachers affected by the change.
- ☐ Ensure that the Compulsory Attendance Requirement of 90% for each student is monitored and evaluated periodically. Even with a passing course average, credit will be denied due to excessive absences.

CONDUCT GRADES FOR ALL GRADE LEVELS

Conduct grades reflect student behavior during a nine-week period. The following grade designations will be used:

- E (Excellent)
- S (Satisfactory)
- N (Needs Improvement)
- U (Unsatisfactory)

A "U" must not be given unless the teacher has documented contact with the parent AND discussed the unsatisfactory conduct grade with a campus administrator.



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Additional information regarding student performance can be included on the student's report card by using the "Comment Code" section of the card.

ELEMENTARY GRADING PROCEDURES

Pre-Kindergarten and Kindergarten Grading Guidelines Homework

Pre-Kindergarten and Kindergarten teachers evaluate student mastery of district curriculum and state standards by observation and student performance. This information is communicated to parents on the Pre-Kindergarten and Kindergarten report cards and during parent conferences. The report card is sent to parents every nine weeks. This report reflects the progress of a student in the areas of:

- Listening and Speaking/Phonological Awareness
- Literacy Development/Language Arts
- Writing Development/Fine Motor
- Social Studies
- Mathematics
- Science
- Print Awareness/Reading Readiness
- Work Habits/Social Development/Learning Behaviors
- Physical Education & Fine Arts

Teachers should only provide homework assignments that reinforce skill-building toward the mastery of learning. Reading should be included in this process and should not be graded.

For Grades 1 - 5:

The following numerical grade scale will be used to report student grades for Language Arts and Reading, Mathematics, Science, and Social Studies.		The following numerical grade scale will be used to report student grades for Unit Assessments when STAAR ratings are given.		The following letter grades will be used for Physical Education (PE), Health, Art/Theater, and Music.	
A	100-90	Masters	90	E	Excellent
B	89-80	Meets	80	S	Satisfactory
C	79-75	Approaches High	70	N	Needs Improvement
D	74-70	Approaches Low	70	U	Unsatisfactory
F	69 and below	Dos Not Meet	50		



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In order to ensure the fair and objective assessment of student performance, it is mandatory to provide a minimum of 1 grade per week per subject.

The following information is provided to suggest (but is not limited to) what constitutes a daily grade and a major grade or test grade. In some instances, depending upon teacher preference, there may be some overlapping in definition.

Daily Grade 70%	Major Grade/ Test Grade 30%
Guided Practice Quizzes/ Pop Tests Minor Writing Assignments Oral Participation Independent Practice Notebooks Mini-projects Writing Samples Book Reports Abstracts Current Events Dialogue Journal Writing Role playing Discussions	Book Reports Unit Tests Chapter Tests Major Projects Essays Nine Weeks Tests Exhibits Lab Tests Compositions Grade Level Tests Performance Tasks Published Works Service Projects Portfolios Models

**The preceding lists are not all inclusive.*

MIDDLE SCHOOL GRADING PROCEDURES

In grades 6-8, promotion to the next grade level shall be based on the following:

- Overall average of 70 on a scale of 100 based upon course-level, grade level standards (TEKS) for all subject areas, AND
- Grade of 70 or above in Math and Language Arts and Reading and a 70 or above in either Science or Social Studies.

A student must pass both semesters or attain an average grade of at least 70 when averaging two semesters to be awarded credit for high school credit courses.



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Grading Scale:

The following information is provided to suggest (but is not limited to) what constitutes a daily grade and a major grade or test grade. In some instances, depending upon teacher preference, there may be some overlapping in definition.

Daily Grade 70%	Major Grade/ Test Grade 30%
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SEMESTER EXAMS

Middle School: Semester exams shall be administered in all classes in the fall semester and in the spring semester. For students who do not qualify for semester exam exemptions, the semester exam shall be counted as 10% of the semester grade. The following formula demonstrates the method for calculating the semester grade.

A = Average of two nine weeks grades
E = Semester Examination Grade $(90\% \times A) + (10\% \times E) = \text{Semester Grade}$

1. Teachers should use semester exams to certify student's mastery of objectives.
2. All semester exams shall be comprehensive in nature and must measure the mastery of the skills or content of the course.
3. Missed semester exams shall be recorded as an Incomplete (I) and should be made up within a two week period. (In extenuating circumstances, exceptions will be granted. In these situations, principal



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approval is required.) In those situations where a student does not make up a missed semester exam within the specified time frame, a grade of zero (0) will be recorded.

- Semester exams will not be removed from the campus or released to students or parents/guardians.

END-OF-COURSE (EOC) STATE ASSESSMENTS OF ACADEMIC READINESS (STAAR) GRADUATION REQUIREMENTS

Algebra I course taken in grade 8 for high school credit requires Satisfactory performance on the STAAR EOC Algebra I assessment, as required for completion of the student's graduation plan.

- EOC exams are used to certify mastery of the TEKS.
- Scores on EOC exams will not factor into the grade that determines award of credit.
- Students must achieve the STAAR Performance Approaches Level standard or higher on the EOC in order for the score to be considered for graduation purposes. For additional information, visit www.tea.state.tx.us/student.assessment/staar
- Students who do not pass an EOC assessment may participate in subsequent scheduled test administrations until the passing standard is met.
- For purposes of participation in Spring Commencement, all required End of Course (EOC) state assessments graduation requirements must be completed by the end of May of the student's high school senior year.

HIGH SCHOOL GRADING PROCEDURES

In grades 9-12, promotion to the next grade level or graduation eligibility shall be based on the mastery of at least 70 percent of the objectives on formative and summative assessments.

- Grade level advancement for students in grades 9 - 12 shall be earned by course credits.

CREDITS EARNED	GRADE LEVEL CLASSIFICATION
0-5.5	Grade 9 (Freshman)
6-12.5	Grade 10 (Sophomore)
13-18.5	Grade 11 (Junior)
19+*	Grade 12 (Senior)
	*Senior classification requires enrollment/ completion of English IV, or a course that meets the English IV graduation requirements.



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2. If a student earns a grade of 70 or above in a one-semester course, credit for the course shall be awarded.
3. If a student earns a grade of 70 or above both semesters of a full year course, credit for the course shall be awarded.
4. If a student earns a failing grade during fall or spring semester in a full year course, and the final average for the year is greater than or equal to 70, full credit for the course shall be awarded.
5. Credit shall be awarded for a failed semester when it is repeated and the student earns a grade of 70 or above. If taken during the academic school year, both grades will be recorded on the transcript and both grades will be factored into the GPA. If a student repeats a semester in summer school, the grade is not factored into the GPA; however, credit will be restored.
6. If a student repeats a semester in credit recovery, the maximum grade awarded will be a 70.
7. Reclassification of grade levels is made at the beginning of each school year, and at the beginning of the second semester. Additionally, senior classification requires enrollment or completion of English IV or a course that meets the English IV graduation requirement.

The following information is provided to suggest (but is not limited to) what constitutes a daily grade and a major grade or test grade. In some instances, depending upon teacher preference, there may be some overlapping in definition.

Daily Grade 70%	Major Grade/ Test Grade 30%
Guided Practice Quizzes/ Pop Tests Minor Writing Assignments Oral Participation Independent Practice Notebooks Mini-projects Writing Samples Book Reports Abstracts Current Events Dialogue Journal Writing Role playing Discussions	Book Reports Unit Tests Chapter Tests Major Projects Essays Nine Weeks Tests Exhibits Lab Tests Compositions Grade Level Tests Performance Tasks Published Works Service Projects Portfolios Models

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SEMESTER EXAMS

High School (including middle school courses for high school credit): Semester exams shall be administered in all classes in the fall semester and in non-EOC tested classes in the spring semester. For students who do not qualify for semester exam exemptions, the semester exam shall be counted as 10% of the semester grade. The following formula demonstrates the method for calculating the semester grade.

$$(90\% \times A) + (10\% \times E) = \text{Semester Grade}$$

A = Average of two nine weeks grades

E = Semester Examination Grade (see above)

1. Teachers should use semester exams to certify student's mastery of objectives.
2. All semester exams shall be comprehensive in nature and must measure the mastery of the skills or content of the course.
3. Missed semester exams shall be recorded as an Incomplete (I) and should be made up within a two week period. (In extenuating circumstances, exceptions will be granted. In these situations, principal approval is required.) In those situations where a student does not make up a missed semester exam within the specified time frame, a grade of zero (0) will be recorded.
4. Semester exams will not be removed from the campus or released to students or parents/guardians.

END-OF-COURSE (EOC) STATE ASSESSMENTS OF ACADEMIC READINESS (STAAR) GRADUATION REQUIREMENTS

Grades 9-12 Courses in which a STAAR EOC assessment is administered (including Algebra I course taken in grade 8 for high school credit) as required for completion of the student's graduation plan.

1. End-Of-Course (EOC) assessments will be administered in the following courses:
 - o Algebra I
 - o English I
 - o English II
 - o Biology
 - o U.S. History
2. EOC exams are used to certify mastery of the Texas Essential Knowledge and Skills (TEKS).
3. Scores on EOC exams will not factor into the grade that determines award of credit.
4. Students must achieve the STAAR Performance Approaches Level standard or higher on the EOC in order for the score to be considered for graduation purposes. For additional information, visit www.tea.state.tx.us/student.assessment/staar
5. Students who do not pass an EOC assessment may participate in subsequent scheduled test administrations until the passing standard is met.



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6. For purposes of participation in Spring Commencement, all required End-of-Course (EOC) state assessments graduation requirements must be completed by the end of May of the student's senior year.
7. Individual Graduation Committee (IGC): [Texas Education Code §28.0258](#) revises the state's assessment graduation requirements for students enrolled in the 11th or 12th grade during and after the 2014-2015 school year. A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC) determination.

DUAL CREDIT COURSES

Students who are classified as juniors or seniors may earn credit toward high school graduation by completing a college-level course in any accredited college or university under the following provisions:

1. Students interested in taking a course for dual-credit must obtain a Dual Credit Agreement form from the student's counselor. This form will be signed by a school designee (counselor or administrator), the parent/guardian, and the student.
2. In addition to the completed Dual Credit Agreement form, the student must complete the college's Application for Admission and provide the college with an official high school transcript, and the student must challenge the Texas Success Initiative Assessment 2.0 (TSIA 2.0) exam and earn a "College Ready" status. Contact your high school counselor for more information.
3. If a student is enrolled in a dual credit course on the high school campus, the student's grade will be provided directly to the high school. Credit toward graduation requirements earned through college coursework approved by the Board for dual credit shall be factored into a student's grade point average. Grades recorded numerically from University or College teachers will factor at their numeric value. Grades recorded as a letter grade from University or College teachers shall be converted to a numerical grade in the mid-range of our scale as follows or as a Pass/Fail. (See below.)
4. If the student is enrolled in an off-campus concurrent credit course, the student must provide the District with an official college transcript showing the grade received. Credit toward graduation requirements earned through college coursework approved by the Board for concurrent credit is not used in the computation of a student's grade point average for class ranking. Check with your high school counselor for more information.
5. A student that challenges college courses either through the Early College program or Core 42 program must achieve grades higher than a "C" in order to remain in "Good Standing". Should a student achieve a grade lower than a "C" in one college course, the scholar is placed on Local Academic Probation.

This means that the student will have a parent conference to review their standing. The student will only be allowed to challenge one college course in the following Fall/Spring/Summer term and obtain a grade of "C" or higher. Following this term the student will be allowed to challenge 2 college courses and must achieve a grade higher than "C" in both classes in order to be placed in "Good Standing".



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Students who do not meet the aforementioned requirements will be subject to dismissal from their respective programs. Students enrolled in the Early College program will be dismissed from the Early College program, while students participating in the Core 42 program will be dismissed from the Core 42 program.

Should a student be dismissed from either the Early College or Core 42 program due to failure to maintain the required academic standards, the student may reapply to the program after sitting out for one full Fall, Spring, or Summer term.

To be considered for reinstatement, the student must successfully challenge one college course during the subsequent Fall, Spring, or Summer term and earn a grade of "C" or higher. Upon successful completion of this course, the student may enroll in two college courses during the following term. The student must earn a grade of "C" or higher in both courses in order to be reinstated and returned to Good Standing within the program.

ADDITIONAL HIGH SCHOOL COURSE CREDIT INFORMATION

Grade Equivalence: College to High School Conversion

Students who are taking dual credit courses with a Palo Alto College instructor receive a letter grade from the college (A, B, C, D, or F). Below is the South San Antonio ISD grade conversion.

College Letter Grade	High School Numerical Grade
A	98
B	89
C	78
D	72
F	69



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RELATION TO ESSENTIAL KNOWLEDGE AND SKILLS

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

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

Effective for students entering ninth grade, the valedictorian and salutatorian shall be the eligible students with the highest ranking as determined by the District's class ranking procedure described in this policy, must have been continuously enrolled in the District's high school for the three semesters preceding graduation, and must have completed the Foundation High School Program with a Distinguished Level of Achievement.

CREDIT BY EXAMINATION

Credit by examination (CBE) is available for students in grades 6-12 who want to earn credit in courses approved by the Board of Managers (Board Policy EHDB LEGAL/LOCAL).

CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION

1. Students must have had prior formal instruction to be eligible for CBE.
2. Examinations that are used for credit by examination purposes must be approved by the Deputy Superintendent or their designee.
3. For a student to receive credit by examination with prior instruction, the student must correctly answer 70% of the items on the test instrument.
4. High school students should contact their counselor for additional information.
5. Preregistration and parental approval is required.

CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

Credit by examination (CBE) is available for students in grades 1-12 who want to accelerate to the next grade level or earn course credit without having received prior instruction in the grade level or courses approved by the Board of Managers (Board Policy EHDC LEGAL/LOCAL).

1. For a student to receive credit by examination without prior instruction, the student must correctly answer 80% of the items on the test instrument.



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2. The student (or parent) must register with the campus counselor no later than 30 days prior to the scheduled testing date.
3. Examinations that are used for credit by examination purposes must be approved by the Deputy Superintendent or their designee.

CLASS RANK CALCULATION

Class rank for senior students shall be calculated by averaging semester grades earned in grades 9–12 and any high school course taken in grade 8 for which a student earned state graduation credit. The cumulative numeric semester average shall be calculated according to the District weighted grade scale. The District will calculate class rank for seniors based on GPA data finalized at the end of the second nine-week grading period of the senior year, which corresponds to the end of the seventh (7th) semester grading period.

For purposes of class rank, courses shall be identified as tier 1, tier 2, or tier 3. Tier 1 classes shall include dual credit, OnRamps, and Advanced Placement courses; Tier 2 classes shall include all Pre-Advanced Placement; and Tier 3 classes shall include all regular classes.

CLASS RANKING AND GRADE POINT AVERAGES

Class ranking shall be determined by the sum of the numeric grades for all courses taken divided by the number of courses for which final grades were given. Class rankings and grade point averages (GPAs) shall include all coursework designated as high school level coursework with the exception of credit awarded in a non-accredited instructional setting and credit awarded in classes designated as local credit courses. In addition, no credit earned as a teacher aide, office aide, counselor aide, or library aide shall be included in the computation.

GRADE WEIGHTS FOR CLASS RANKING AND GRADE POINT AVERAGING

Grade weights shall be assigned to grades earned by high school students for the purposes of class ranking in accordance with the following scale:

TIER	TYPE OF COURSE	WEIGHT ASSIGNED	TOP GRADE
1	Dual Credit, OnRamps, Advanced Placement	15 points	115
2	Pre-Advanced Placement, Honors	10 points	110
3	Regular	0 points	100



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CLASS RANKING TIES

In cases of a tie in weighted grade averages among the top ranking students, the following methods shall be used to determine who shall be recognized as salutatorian or valedictorian:

1. Computing the weighted grade averages to a sufficient number of decimal places until the tie is broken; or
2. The student with the most OnRamps, Advanced Placement (AP), or Dual Credit (DC) credits shall be considered first; or
3. If a tie still remains, the student with the highest numerical grade average of all Advanced Placement or Dual Credit courses taken shall be the valedictorian.

RANKING FOR EARLY GRADUATES

A student who completes the high school program requirements in fewer than four years shall be ranked in the class with which he or she actually graduates. Three year graduates shall be eligible for all honors positions.

HONOR GRADUATES/TOP 10 PERCENT

All eligible students whose grade point averages place them in the top ten percent of the graduating class, as determined by District procedures for automatic admission under Education Code 51.803, shall be designated as honor graduates. See EIC (LEGAL/LOCAL).

Special recognition shall be given to students in the top ten percent of each graduating class. The three semester residency requirement necessary for honor graduates shall not be applicable to these students.
VALEDICTORIAN OR SALUTATORIAN.

A student must have been continuously enrolled in a District high school for the three semesters prior to graduation to be eligible for recognition as valedictorian or salutatorian.

Such recognition shall be determined by averaging the grades for all credited courses taken for high school credit through the end of the 2nd 9 weeks grading period.

Only grades for all credited courses shall be included in the computation of grade averages for class ranking. Grades transferred from other schools shall be credited in conformity with the course descriptions approved for the established grading system.



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TRANSFER STUDENTS

Students transferring into the District high school shall receive the numerical grade that was earned in courses at another accredited school. Letter grades shall be recorded as follows:

CONVERSION SCALE	
A+	98
A	95
A-	90
B+	88
B	85
B-	80
C+	79
C	77
C-	75
D+	74
D	72
D-	70
F	69

If the transfer grade has been designated as an advanced course, i.e., OnRamps, Advanced Placement (AP), Pre-Advanced Placement (Pre-AP), or Dual Credit (DC), the grade will be awarded advanced points according to the District's weighted grade scale. If the transfer grade has been designated as remedial, basic, developmental, or modified, the grade will be awarded points according to the District's weighted grade scale.

A student who transfers into a District high school from an accredited school with higher level course credits shall receive similar credits counted toward the GPA according to the list of higher level courses (Tier 1 and Tier 2) offered in the District and the grade scale used for credit earned in the District.



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FOREIGN EXCHANGE STUDENTS

Foreign exchange students who plan to return to their country of origin before or upon graduation, and/or who do not plan to attend college in the United States, shall not be included in the class ranking.

SPECIAL EDUCATION, SECTION 504, & DYSLEXIA GRADING GUIDELINES

Students receiving special education and Section 504 services are entitled to instruction aligned with the Texas Essential Knowledge and Skills (TEKS) for their enrolled grade level. In accordance with the Individuals with Disabilities Education Act (IDEA) and Texas Education Agency (TEA) guidance, some students may require accommodations, modifications, specialized instruction, or instruction in pre-requisite skills to access and make progress in the grade-level curriculum.

Depending on the student's instructional program, report card grades may be assigned by the general education teacher, the special education teacher, or collaboratively by both, as determined by the ARD Committee.

In addition to district report cards, students receiving special education services will receive an IEP Progress Report every nine (9) weeks, concurrent with the issuance of report cards. The IEP Progress Report documents the student's progress toward each annual IEP goal and objective and is completed by special education staff with input from general education teachers, as appropriate. Report card grades communicate academic performance and mastery of the curriculum, while IEP Progress Reports communicate progress toward annual IEP goals. These reports serve different purposes and should not be used interchangeably.

Students Receiving Special Education Services

Students receiving special education services are entitled to instruction aligned with the Texas Essential Knowledge and Skills (TEKS) for their enrolled grade level. The Admission, Review, and Dismissal (ARD) Committee determines the specialized instruction, accommodations, modifications, related services, supplementary aids and services, and supports necessary for each student to access and make meaningful progress in the general education curriculum.

All accommodations and modifications documented within a student's Individualized Education Program (IEP) are legally required and shall be implemented consistently and with fidelity by all personnel responsible for providing instruction or services. These supports are intended to provide access to grade-level curriculum, assignments, assessments, classroom activities, and grading practices alongside the student's general education peers.

Unless otherwise specified by the ARD Committee, students receiving special education services shall participate in the same district grading policies, grading periods, grading timelines, and report card schedule as their general education peers.



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Grades shall reflect the student's demonstrated mastery of the enrolled grade-level TEKS after the consistent implementation of required accommodations and/or modifications. Grades shall represent the student's academic performance and shall not be based solely on progress toward annual IEP goals or objectives.

Accommodations and modifications shall not be identified or referenced on the student's report card.

The ARD Committee determines any individualized grading procedures necessary to ensure the student's grades accurately reflect academic performance. Grades may be assigned by the general education teacher, the special education teacher, or collaboratively based on each educator's instructional responsibilities.

In addition to report cards, students receiving special education services shall receive an IEP Progress Report every nine (9) weeks, concurrent with the issuance of district report cards. The IEP Progress Report documents progress toward each annual IEP goal and objective.

Report card grades communicate academic performance and mastery of curriculum. IEP Progress Reports communicate progress toward annual IEP goals. These reports serve different purposes and should not be used interchangeably.

A student should not continue to experience repeated academic failure due to an ineffective educational program. When a student demonstrates a pattern of failing grades or insufficient progress despite the consistent implementation of the IEP, the ARD Committee should reconvene to review and, when appropriate, revise the student's IEP. The committee should consider:

- Specialized instruction
- Accommodations
- Modifications
- Related services
- Supplementary aids and services
- Instructional setting or placement
- Behavioral supports
- Intervention strategies
- Additional assessments or evaluations
- Other supports necessary to ensure the student continues to receive a Free Appropriate Public Education (FAPE).

Students Receiving Instruction Through Alternate Achievement Standards

Some students with significant cognitive disabilities access grade-level TEKS through prerequisite skills, vertically aligned TEKS, and alternate achievement standards as determined by the ARD Committee. These students generally participate in STAAR Alternate 2, when appropriate.



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Student performance should be evaluated using multiple measures including classroom performance, work samples, observations, curriculum-based assessments, progress monitoring data, and progress toward annual IEP goals.

Academic progress shall be communicated through two methods:

IEP Progress Reports

An IEP Progress Report shall be provided every nine (9) weeks concurrent with district report cards documenting progress toward annual IEP goals.

Report Card

Report card grades or performance indicators shall communicate the student's academic performance on instruction aligned to alternate achievement standards and prerequisite skills.

Report card grades communicate academic performance within the alternate curriculum. IEP Progress Reports communicate progress toward annual IEP goals. These reports serve different purposes and should not be used interchangeably.

Student performance should also reflect growth in independence, participation, generalization of learned skills, and progress toward individualized educational outcomes.

Students receiving instruction through alternate achievement standards shall participate in district grading periods and reporting timelines unless otherwise determined by the ARD Committee.

If a student demonstrates limited progress or a pattern of academic failure, the ARD Committee should reconvene to determine whether revisions to the student's instructional program or supports are necessary.

Students Served Through Section 504 and Dyslexia Services

Students receiving dyslexia services through special education shall be graded according to the procedures outlined in Section A.

Students served under Section 504, including students receiving dyslexia services through a Section 504 Plan, shall follow the district's grading policies, grading periods, grading timelines, and academic expectations established for all students.

Accommodations identified within a student's Section 504 Plan or Dyslexia Plan shall be implemented consistently during instruction and assessment. These accommodations provide access to instruction and opportunities to demonstrate mastery of grade-level curriculum and shall not alter academic standards unless otherwise required by law or district policy.



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When a student receiving Section 504 services demonstrates a pattern of academic difficulty despite implementation of documented accommodations, the Section 504 Committee should reconvene to review the effectiveness of the student's plan and determine whether revisions or additional supports are warranted.

Grading During Special Education and Related Services

Students shall not be academically penalized for participating in special education instruction, related services, or interventions required by their IEP or Section 504 Plan. This includes, but is not limited to:

- Resource instruction
- Dyslexia intervention
- Speech-language therapy
- Occupational therapy
- Physical therapy
- Counseling services
- Vision services
- Orientation and Mobility services
- Adaptive Physical Education
- Other instructional or related services required by the student's educational plan

Teachers shall provide students with reasonable opportunities to complete essential assignments, assessments, or instructional activities missed while receiving required services.

When completion of missed work is not reasonable, appropriate, or timely due to the amount or nature of instruction missed, the teacher, in collaboration with special education staff as appropriate, may:

- Excuse the assignment;
- Reduce or modify the assignment when appropriate and consistent with the student's IEP;
- Provide an alternative assignment that measures the same TEKS or learning objective; or
- Use other appropriate measures to determine mastery of the content.

Students shall not have their grades adversely affected solely because they were participating in services required by their IEP or Section 504 Plan.

Teachers and special education staff are required to collaborate proactively to minimize missed instructional opportunities and ensure students have access to instruction while receiving required educational services.