

2026-2027

GOOSE CREEK CISD

K - 12

INSTRUCTIONAL GRADING & REPORTING PROCEDURES



GCCISD K-12 Instructional Grading and Reporting Procedures

FOREWORD

The Instructional Grading and Reporting Procedures have been refined for the 2026-2027 school year following continued reflection, input from educators, parents, and students, and alignment with current best practices. These procedures remain in accordance with the Texas Education Code §28.0216 and are designed to promote consistency, transparency, and equity in grading practices across Goose Creek CISD.

These procedures provide:

1. A consistent framework that supports alignment in grading practices among teachers, grade levels, and campuses as students progress through the Goose Creek CISD educational experience.
2. A clear reference guide that fosters shared understanding of grading, assessment, reporting, and promotion among teachers, students, and families.
3. A comprehensive description of the district's grading philosophy and system, grounded in equitable and instructionally supportive practices.

VISION

Goose Creek CISD develops and enhances each learner's intellectual, social, and emotional well-being, facilitated by a highly qualified team committed to Growth, Community, Collaboration, Innovation, Success, and Determination.

MISSION

Empower every student with the knowledge and skills they need to succeed in a global community.

CORE VALUES

Goose Creek CISD is committed to:

1. Preparing all students for college and career readiness with the ability to build collaborative relationships, lead dynamically, communicate skillfully, and think critically.
2. Providing a safe and secure environment for all students and staff, including physical, social, and emotional development and support.
3. Building partnerships with families and the community to support our schools in a meaningful way.
4. Creating a culture of mutual respect, dignity, and transparency to build trust with each other and those we serve.
5. Providing every student with equitable access to high-quality instruction, support, facilities, and other educational resources, even when this means differentiating resource allocation.

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GCCISD Curriculum and Instruction General Information

State Curriculum

Curriculum content in Texas is guided by the Texas Essential Knowledge and Skills (TEKS), as prescribed by the Texas Education Agency (TEA). These state standards establish a framework outlining what students should know and be able to do at each grade level and in each course. While TEA does not mandate specific day-to-day instructional content, the TEKS serve as the foundation for the development of local instructional plans and are aligned with state-recommended program standards.

Local Curriculum

Goose Creek CISD develops and implements a locally designed curriculum that aligns with the TEKS and supports students in building the skills necessary for academic success and future readiness.

Instructional objectives are designed to:

- Reflect the TEKS for each grade level and subject area.
- Support progression to the next grade level or the next course in a sequence.
- Promote mastery of rigorous content and development of critical thinking skills.

The District's curriculum includes:

- A defined scope and sequence of instruction.
- Clear instructional objectives aligned to standards.
- Use of instructional materials, including adopted textbooks, digital tools, and technology resources.
- Evidence-based instructional strategies to promote engagement and learning.
- Assessment practices to monitor progress and inform instruction.

Curriculum Offerings

Each campus provides a well-rounded curriculum that may include:

- Reading and Language Arts
- Mathematics
- Science
- Social Studies
- Fine Arts
- Health and Physical Education/Wellness
- World Languages and Cultures
- Career and Technical Education (CTE)

These curricular offerings support students in exploring interests, developing 21st-century skills, and preparing for college, career, and life beyond high school.

Curriculum Development and Alignment

All Goose Creek CISD curriculum guides are fully aligned to the Texas Essential Knowledge and Skills (TEKS) to ensure coverage of essential skills and concepts for each course. These guides are designed to support high-quality, standards-based classroom instruction.

Scope and Sequence of Instruction

The objectives outlined in the district curriculum documents are aligned to the Texas Essential Knowledge and Skills (TEKS) and reflect all required state standards. These standards are mandatory and may not be waived, altered, or partially omitted.

However, the sequence in which objectives are taught may be adjusted to meet the specific needs of a class or individual students. Campuses or departments seeking to modify the instructional sequence must:

1. Consult with the appropriate Associate Director of Curriculum; and
2. Submit the proposed changes in writing for review.

All proposed sequence alterations must receive approval from both the Campus Instructional Leadership Council (CIC) and the District Instructional Leadership Council (ILC) before implementation.

Instructional Materials & Curriculum

Goose Creek CISD utilizes state-adopted curriculum and electronic media as one of several instructional resources to support mastery of course and curriculum objectives. The curriculum is presented to the Board of Trustees and submitted to TEA as part of the state-required TEKS review process, and therefore must be used with fidelity by all teachers.

In addition to state-adopted materials, locally selected resources may be chosen by the district, campuses, or teachers to address specific student needs and support instructional goals. All instructional materials are selected based on quality, alignment to curriculum standards, and relevance to student learning.

Online Instructional Materials and Resources

Goose Creek CISD provides access to a wide range of digital and online instructional materials, both state-adopted and locally selected. These materials are a critical component of the instructional program and may be delivered in online formats as needed.

Access to these online resources may not be restricted through a waiver or the Parent Acknowledgment Form, as they are necessary for students to fully engage in district-approved instruction and meet course requirements.

Instructional Practices

Instructional strategies and practices used across Goose Creek CISD are guided by district philosophy and informed by:

- Campus and teacher analysis of student needs
- Research-based instructional methods
- Student learning styles
- Results from formative and summative assessments

Student academic achievement is evaluated based on mastery of the District's instructional objectives, which are aligned to the TEKS. These objectives address essential skills and concepts required for success in the current grade and future coursework.

Instructional activities—including assignments, assessments, projects, and classwork—are designed to assess student understanding of the TEKS. A student's level of mastery is a primary factor in determining their academic grade.

Grades should be based on multiple sources of evidence, such as:

- Daily assignments and homework
- Assessments
- Performance tasks and special projects

Grading practices must be developmentally appropriate, aligned to course standards, and clearly communicated to students. Teachers must ensure students are aware of course expectations from the start and be prepared to document and explain how grades are determined, typically through a course syllabus.

All Goose Creek CISD curriculum objectives and instructional resources are available online through the District website: www.gccisd.net, under the Curriculum and Instruction tab.

Academic Achievement: Retention and Promotion

Curriculum Mastery

Promotion, grade-level advancement, and course credit in Goose Creek CISD are based on mastery of the curriculum. Expectations and standards for promotion are established for each grade level, content area, and course, and are coordinated with compensatory and/or accelerated services to support student success.

Standards for Mastery

Mastery is determined using the following guidelines:

- Course assignments and unit evaluations are used to determine student grades. A numerical average of 70 or higher constitutes a passing grade for courses utilizing a numerical grading system.
- Mastery of skills needed for success at the next level is validated by assessments, which may include unit, nine-week, or semester exams.
- For courses using standards-based grading, students must demonstrate mastery of the majority of objectives.
- Grades earned in dual credit courses will be scaled appropriately to align with both college and high school grading and passing requirements.

District Honor Code

The Goose Creek CISD Honor Code was developed to promote and protect academic integrity:

- Students should strive to be self-directed learners who complete their work with honesty and pride.
- Academic honesty demonstrates respect for oneself and others, as well as accountability for learning.
- Teachers are responsible for monitoring assessments, enforcing academic integrity, and providing engaging and fair learning environments.
- Integrity and honor are collective responsibilities.

Academic Integrity & Dishonesty

Academic Integrity – A Shared Responsibility

Academic integrity is a core value of Goose Creek CISD. Both students and staff are responsible for maintaining an environment where academic work is challenging, relevant, honest and fair.

Academic Dishonesty – Definition and Consequences

The determination of academic dishonesty is made at the professional discretion of the classroom teacher or supervising staff, based on assignment, direct observation, or information from students.

Students found to have engaged in academic dishonesty are subject to grade penalties on the assignment or test in question and disciplinary consequences as outlined in the Goose Creek CISD Student Code of Conduct.

In Goose Creek CISD, academic dishonesty includes, but is not limited to:

- Cheating or copying the work of another student
- Plagiarism
- Unauthorized communication between students during assessments
- Use of unauthorized resources during assessments
- Use of Artificial Intelligence without teacher approval

Examples of Cheating or Dishonest Academic Behavior:

- Giving or receiving unauthorized assistance during assessments
- Sharing/accessing exam contents or answer keys without permission
- Using unauthorized notes or devices during assessments
- Submitting work on behalf of another student or having someone else complete your work
- Copying assignments intended to be completed independently
- Plagiarizing any portion of work, including using AI-generated responses without proper attribution

Understanding Plagiarism

According to Plagiarism.org, plagiarism is defined as:

- Stealing and passing off another's ideas or words as your own
- Using someone else's work without giving credit
- Presenting an existing idea or product as new and original

Examples of Plagiarism Include:

- Submitting someone else's work as your own
- Copying words or ideas without proper citation
- Failing to use quotation marks when quoting

- Providing incorrect information about a source
- Rewriting text from a source but keeping the original sentence structure without credit
- Copying large portions of content from a source—even if cited—so that it dominates your work
- Using generative AI tools to complete assignments without teacher approval

Consequences for Academic Dishonesty

When clear evidence of academic dishonesty is documented on a major grade, the following consequences will apply:

Elementary

- The incident will be documented in the student’s discipline record in accordance with campus procedures.
- The student may redo the assignment or assessment under supervision to demonstrate their own work.
- The student may receive a reduced or failing grade on the affected assignment.
- The student will participate in a conference with the teacher and/or counselor to review academic expectations and practice strategies for integrity and responsible work habits.
- The teacher will communicate the incident to parents/guardians and may hold a parent-teacher or parent-administrator conference.
- Repeated offenses may result in additional disciplinary consequences in alignment with the Student Code of Conduct and campus behavior systems.
- Students may become ineligible for school-based recognition programs or leadership roles that require demonstrated integrity and good citizenship.

Secondary

- The incident will be documented in the student’s discipline record in accordance with campus procedures.
- The student may be assigned an in-school suspension and/or other consequences in accordance with the Student Code of Conduct.
- The student shall receive a zero on the affected assignment or assessment, without the opportunity to redo the assignment.
- Students in Honors or Advanced Placement (AP) courses may be removed from the course and placed in an on-level course after consultation with a campus administrator and guardian.
- The student will become ineligible for semester exam exemptions.
- The student will be immediately removed from the National Honor Society, National Junior Honor Society, or any other school-sponsored honor society.
- A student who has been disciplined for academic dishonesty within the four semesters prior to graduation will be ineligible to deliver a speech during graduation ceremonies.

Best Practices and District Expectations

Return of Assignments/Graded Work

Timely feedback on assignments and assessments is considered the best practice and a critical instructional tool.

- Students must have the opportunity to review all graded work.
- Daily work and quizzes should be returned within four scheduled class days.
- Assessments must be either reviewed in class or returned to students for individual review.
- District-developed assessments and those created using copyrighted materials will be reviewed in class but not physically returned to students. Parents may request a review of these assessments, in accordance with HB1605.
- Projects and assessments that include written compositions should be reviewed and returned within one week, if feasible, to allow students time to address weaknesses and seek tutorials or extra support.

Tutorials

The purpose of tutorials is to provide targeted instruction for students who have not mastered the TEKS and to offer reinforcement for those needing assistance.

- K-5 teachers must notify parents when tutorials are required.
- 6-12 teachers offer at least two (2) tutorial sessions per week.
- The day and time for tutorials will be determined by each campus. Some campuses may require mandatory tutorials.
- Secondary students may attend tutorials, with priority given to those who are failing or have not yet mastered the TEKS.

Teacher Records and Gradebook Guidelines

- Teachers must maintain accurate, up-to-date grade records in the district's electronic gradebook system.
- Grades recorded in the gradebook must reflect student mastery of TEKS and district curriculum objectives.
 - In grades PreK-5, grading records may include checklists, anecdotal records, and student portfolios.
 - For grades 1-5, a minimum of twelve grades must be entered for language arts, mathematics, science, and social studies during each nine-week grading period.
- Gradebooks are considered confidential and must represent a complete record of the student's performance used to determine final averages.
- Teachers are required to update the electronic gradebook weekly with at least one new grade.

Explanation of Gradebook Categories

Official Grade Reports (Provided Electronically)

Grade-Level Reporting

Conduct K-5

Conduct is reported using performance descriptors aligned to district expectations for behavior, engagement, and citizenship. Each descriptor reflects observed patterns over time rather than isolated incidents:

Mark	Assessment	The student exhibits GCCISD Core Values:
E	Excellent	Consistently
G	Good	Routinely
S	Satisfactory	Frequently
N	Needs to Improve	Inconsistently
U	Unsatisfactory	Almost Never

Grades 1–12

Academic progress is reported as both numerical averages and letter grades, according to the following scale:

Numeric Average	Letter Grade	Description
90-100	A	Excellent Progress
80-89	B	Good Progress
70-79	C	Fair Progress
69 and below	F	Failing

Report Cards

Report Cards provide official documentation of academic progress, student conduct, and absences.

- Report Cards are electronically generated and issued at the end of each nine-week grading period.
- New students with less than 10 days of attendance in a reporting period will not receive a Report Card until the next grading cycle.

Progress Reports

Progress Reports are designed to keep students, parents/guardians, and campus administrators informed about a student's academic and conduct performance.

- Students in K-12 receive a Progress Report every 3rd week of each grading period.
- Parents should be contacted anytime a student is in danger of failing or if a student's grade decreases by 10 or more percentage points.
- In grades 6–12, if a student's grade falls below 70 after the sixth week of the grading period, the teacher is required to contact the parent/guardian.

Transfer Grades (New/Existing Students)

Students who transfer into the district during a grading period will have grades from their previous school for the same or a comparable course combined with grades earned in Goose Creek CISD to determine the report card grade for that grading period.

District Records, Electronic Gradebook

- Parents/guardians can access student progress through the district's electronic gradebook portal.
- The portal displays Progress Report averages, Report Card averages, and individual assignment grades (if applicable).

- For access, parents/guardians should contact the campus for login credentials and support.

Types of Assessments and Grading Guidelines

- Student mastery may be assessed using a variety of methods, not limited to written work.
- Not all assignments are required to be graded; however, timely feedback must be provided on all assigned activities.
- Assessments should occur after guided and/or independent practice.
- Group projects must reflect individual student participation, with grading criteria provided in advance.

Assessment Types

- Formative Assessments: Ongoing checks for understanding used to guide instruction.
- Summative Assessments: Culminating evaluations administered at the end of a unit, grading period, semester, or course.
- Quizzes: Short, formative assessments that may be unannounced.
- Unit/Module Assessments: Comprehensive assessments measuring mastery of a unit of instruction.
- District Common Assessments: Curriculum-aligned assessments, including common unit assessments and district-developed semester exams.
- Semester Exams (Secondary): Assess TEKS from the semester or course and count as the semester exam grade.
- TEA Interim Assessments: Administered prior to state testing to inform instruction and predict student performance; recorded as a major test or semester exam grade, with untaught content removed.

Access and Timelines

All assessments must be graded and entered into the electronic gradebook within five (5) school days unless extenuating circumstances apply.

Assessments must be reviewed in class or made available for student or parent review.

Performance-Based Courses

- Courses such as Fine Arts, CTE, Athletics, and Physical Education may place greater emphasis on participation and performance while reflecting TEKS mastery.
- Teachers must collaborate with program coordinators to ensure compliance with district grading guidelines.

Major and Non-Major Grades

Major Grades: Tests, unit assessments, district common assessments, and semester finals; must be scheduled and communicated at least three (3) school days in advance.

Non-Major Grades: Instructional activities such as classwork, homework, and quizzes.

Projects and Alternative Assessments

- May be used in place of major grades and must include a rubric provided in advance.
- Long-term projects listed on the syllabus are due as scheduled; late submissions may be accepted for feedback only, per district guidelines.

Homework and Extra Credit

- Homework must reinforce instruction, be age-appropriate, and not be used as punishment.
- Extra credit must be academic, available to all students, may not exceed five (5) points, and is not permitted on semester or final exams (grades 6–12).

Late Work

Secondary Students are expected to submit all assignments, including electronic assignments, by the date and time established by the classroom teacher. For assignments that are received after the date and time established by the classroom teacher, the students will receive 75% of the original grade for assignments that are received up to three class days after the established due date. Late work received after the third-class day will receive no credit (zero).

Makeup Work

To provide the total assessment profile of a student's academic progress for a course, any student missing classroom instruction should be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

Makeup Work Guidelines

- Makeup assignments will be provided to absent students. Students are responsible for asking teachers for makeup work upon returning to class. Students shall receive credit for satisfactory makeup work after an absence but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work restrictions.
- Students will have the same number of instructional days to complete makeup work for full credit as the number of instructional days missed.
- Exceptions may be granted by the Administration in extenuating circumstances.
- A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
- Makeup work, including assessments, may be an altered version. Teachers may assign alternate work to ensure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on instructional objectives for the subject or course and may provide greater depth of subject matter than routine makeup work.
- School-related absences are given the same amount of time to complete makeup work as non-school-related absences. Students absent from class due to school-sponsored activities are encouraged, however, to confer with their classroom teachers prior to the planned absence.

Grading and Reporting Procedures

Grading Roles and Responsibilities

Student Responsibilities

- Complete and submit all assigned work on time.
- Plan and manage time effectively to meet deadlines for long-term assignments.
- Seek help from the teacher prior to due dates when assignments are unclear or challenging.

Parent/Guardian Responsibilities

- Establish a consistent time, space, and routine for homework completion.
- Ensure students have the necessary supplies/materials to complete assignments.
- Monitor homework completion and provide support, without doing the work.
- Help students develop a schedule for completing long-term assignments.

- Maintain open communication with teachers when academic concerns arise.
- Review the district-provided parent supports.

Teacher Responsibilities

- Academic grades are not tied to discipline.
- Assign meaningful tasks that enrich and extend classroom instruction.
- Clearly communicate both short-term and long-term homework expectations.
- Provide quality instruction that adequately prepares students to complete assignments independently.
- Share course requirements and grading expectations with students and parents.
- Consider student access to resources and individual home situations when assigning tasks.
- Return assignments promptly to support ongoing instruction and student growth, and update the district's electronic gradebook on a weekly basis.
- Share relevant information that enhances a parent's understanding of their child's academic progress, effort, and needs.
- Contact parents/guardians promptly when:
 - A student is not meeting expected performance standards.
 - A student is exhibiting behavior that interferes with learning.
 - Other concerns arise that require parent input.
- Communication may occur via the district's preferred communication app, phone, email, or in person and should include two-way dialogue.
- Per State and District requirements, parents/guardians must be notified if their child is at risk of failing a course or not meeting promotion standards at each nine-week grading period.

Grading Expectations

- Grades are to reflect a student's mastery of the skill and knowledge of what has been taught.
- Grading practices for students with disabilities are determined by the Admission, Review, and Dismissal (ARD) committee(s) and may include appropriate modifications.

Course Syllabus Requirements

As mandated by TEA, all teachers must provide a course syllabus within the first two weeks of each course or semester. Syllabi will be posted on www.gccisd.net

Weights and Minimum Number of Grades

Description	Major Grades	Non-Major Grades	Notes
	Common Unit Assessments (CUA's), Projects, Presentations, Lab Reports, Book Reports, etc.	Class work, Homework, Short quizzes, Lab Reports, Project, Journal writings, Vocabulary, etc.	
Minimum Number of Grades per 9-week grading period	3	9 / 1 per week	<p>Spelling may not exceed 30% of the language arts grade.</p> <p>No major grade may be counted more than once</p> <p>Dual credit courses are subject to grading procedures and policies by the College Syllabus</p>
GRADES 1-5: Percentage Weight of Grades per 9-week grading period	40%	60%	<p>No single category outside of “non-major daily grades” can exceed 10% (homework, quizzes, etc.)</p>
SECONDARY: Percentage Weight of Grades per 9-week grading period	60%	40%	

Elementary (PK-5) Grading and Reporting Procedures

Pre-Kindergarten and Kindergarten will use checklists based on developmentally appropriate objectives that are specified within the reporting systems and conform to state guidelines.

Make-Up Work

- Students are allowed to make up missed work after any absence, whether excused, unexcused, or due to suspension.
- Students will have as many days as they were absent to complete missed work.
- Teachers are not required to provide assignments in advance.

Retakes and Corrections (Grades 1-5 Only)

A student has the opportunity to redo any grade for which the student failed. In the event of a failing grade, students may have from the date they received the grade, three school days to redo daily assignments and five school days to retake assessments. A student may not receive a grade higher than a 70 upon redoing a class assignment or retaking a test for which the student received a failing grade. The failing grade is not averaged with the redo assignment or test. The student receives the higher of the two grades. Teachers may exercise the following options: reteach & retest, retest, correct the assignment, or assign an alternative assignment over the same content.

Late Assignments

For Grades 1-5

- Late assignments may receive a 10-point deduction per day for up to three days. After three days, a zero may be assigned unless the situation qualifies as an extenuating circumstance as defined by [Local Board policy- FEC](#).

Secondary (6-12) Grading and Reporting Procedures

Awarding Class Credit

- Students must demonstrate mastery of District curriculum objectives, aligned to the Texas Essential Knowledge and Skills (TEKS), to earn a grade of 70 or higher in any subject or course.

Required Attendance

- In accordance with State law, students must attend at least 90% of class sessions to receive credit.
- Juniors and seniors may take two approved college visits per year without penalty if they:
 - Obtain prior approval from their assistant principal, and
 - Submit a letter from the college verifying the visit.

Credit Recovery Grading and Credit

Students completing high school courses through Credit Recovery are subject to specialized grading protocols appropriate for the delivery model. Instruction and assessments in these programs follow separate guidelines aligned to the nature of the course structure.

Weight of Grades

- All nine-week averages shall be calculated on a percentage system for each type (category) of assignment.
- All grades shall be reported and recorded as a percentage score (100) and shall not be scored or reported on the accumulation of points.

Final Grade Reporting

Failing Grades Below 50 on Report Cards: Teachers must complete the Student Summary and Progress Supporting Final Grades Below a 50 form to document interventions and efforts made before reporting any final grade lower than a 50. This form must be submitted to campus administration and placed in the student's cumulative record.

Schedule Changes

Schedule changes may significantly affect a student's nine-week average and should be made thoughtfully and intentionally. For students with disabilities, placement in special education courses must align with their Individualized Education Plan (IEP) and be approved by the ARD Committee.

Schedule changes will only be if they meet one of the following criteria:

- The student is a senior missing a required course for graduation.
- The student has already earned credit for a scheduled course.
- The student lacks the prerequisite for a scheduled course.
- The student has been removed from a program requiring prior approval.
- The student does not have a full schedule.
- A data entry error occurred (e.g., missing lunch period, duplicate class, incorrect course).
- The student needs to be placed in a remedial course to meet graduation assessment requirements.

Course Level Changes

Course level changes (e.g., from Honors/AP/Dual Credit to On-Level or vice versa) will be reviewed:

- At the first progress report, and
- At the end of the first nine-week grading period of the semester.

To qualify for a student-initiated level change:

- The student must have attended tutorials and consistently submitted assignments.
- The student must have communicated with the teacher.
- The parent or guardian must approve the change, except dual credit courses (due to FERPA).
- The student must be earning below 75 at the time of review.
- Final approval depends on space availability in the requested course.

Grading Process for Level Changes:

1. Change after Progress Report (Weighted to On-Level): The receiving teacher will input the current grade from the previous course, plus 10 points, into all open assignments that occurred before the transfer.
2. Change after Nine Weeks (Weighted to On-Level): A grade change form will be submitted to adjust the first nine-week grade by adding 10 points. Eligibility for extracurriculars will be based on the original grade (before the 10-point adjustment).
3. Change to a Weighted Course (e.g., On-Level to Honors/AP): The receiving teacher will enter the student's existing average from the previous course into all applicable assignments before the transfer date.

Note: Level-ups will only be allowed up to the first progress report, unless approved by an administrator.

Withdrawing from Dual Credit Courses

1. If a student withdraws from a Dual Credit course, they will be placed in the comparable high school course when available. Withdrawal must be approved by the campus College and Career Counselor.
2. The grade recorded in the higher education institution's Learning Management System on the day of withdrawal will be the grade transferred to the high school gradebook.

Calculation of Semester Averages

All secondary courses will calculate and report the grade average. Calculated averages reported on Progress Reports or Report Cards may not exceed 100. Grades recorded in a gradebook represent a confidential record for assessment of student performance.

Semester Exam

Semester exams may be administered in all secondary courses at the conclusion of the semester and must be representative of the work completed throughout the entire semester. Exams will be administered for all courses in which students are required to take a STAAR or End-of-Course (EOC) assessment. Semester exams do not qualify for a retest. Any exceptions to the administration of semester exams must be determined at the department level and approved by the campus principal.

Exam Exemption Criteria

Junior High Courses are not eligible for exemption at any time.

High School Course Exemption List

All classes except courses in the Credit Recovery Setting

Criteria/Guidelines for Exam Exemption Eligibility

1. Any student eligible for exemption may elect to take semester exams to improve his/her grade. With this choice, a student's semester average may only be increased by the examination grade and may not be reduced by the examination grade.
2. Course Semester Average and Attendance Requirements per course

- a. A grade of 80 or above and no more than 3 state-reported absences.

Note: If an AP student does not meet criterion 1 above, they MUST meet the criteria below:

- AP Course Semester Average and Attendance Requirements per course
 - A grade of 80 or above and no more than 3 state-reported absences.
- All absences count against exam exemption qualifications except for school-related business (such as UIL, field trips, etc.)

*Criteria/Guidelines for **Denial** of Exam Exemption Eligibility*

Fees and Fines

- Students with unpaid fees or fines are ineligible for all exam exemptions.

Discipline

- Student discipline will be considered when determining exam exemption eligibility.
- Students assigned to ISS/OSS during the semester are denied exam exemptions for all exams.
- Students in DAEP, or continuing a prior DAEP placement, are denied exam exemptions.
- Students with an Honor Code violation are denied exam exemptions.
- A discipline referral in a class during the semester results in the denial of the exemption for that class only.

Attendance

- For the purpose of final exam exemptions only, five (5) tardies equal one (1) absence.

Appeals regarding the loss of exemption eligibility must be submitted in writing to the campus administrator for consideration for a waiver to these criteria, prior to semester exams. Decisions regarding waivers and exam exemptions may not be appealed beyond the campus principal.

Exemption eligibility only excuses a student from taking a semester exam. It does NOT excuse a student from class attendance.

High School Credit Courses

Students in high school credit courses receive grades for each marking period.

Semester Long Courses

Two marking periods will be averaged to calculate and award credit at the end of the semester under the following criteria:

When a student is NOT exempt from the semester exam, the course average will be weighted as follows:

Marking Period Average	42.5
Marking Period Average	42.5
Semester Exam	15
Course Average	100

When a student is exempt from the semester exam, the course average will be weighted as follows:

Marking Period Average	50
Marking Period Average	50
Course Average	100

Year- Long Courses

Two marking periods will be averaged to calculate and award credit at the end of each semester. In the event of a failing grade for one of the semesters, two semesters can be averaged to award credit for the entire year.

The calculations presented above apply to year-long courses as well.

Transcript Recording from Non-GCCISD Schools

A student who transfers into the District shall receive the grades that were earned in courses at other accredited schools. Higher level course credits earned shall receive grade points according to the list of higher-level courses offered in the District and the grade point scale used for credit earned in the District. Students shall not receive weighted grade points for courses not available in GCCISD, except for International Baccalaureate courses. Letter grades will be converted as follows:

Letter Grade	Numeric Grade
A+	98
A	95
A-	93
B+	88
B	85
B-	83
C+	78
C	75
C-	73
D+	70
D	70
D-	70
F	69 or below

Dual Credit High School Grade Conversion Chart for Dual Credit Courses ONLY

Due to the rigor of college courses taken by a high school student for dual credit, the following chart will be used to convert college credit courses to high school credit courses for students taking a dual credit course in Goose Creek CISD. All dual credit courses must be approved by the student's counselor to be eligible for the grade conversion. Courses taken without documented counselor approval will NOT be eligible for the high school grade conversion.

*This chart does not supersede any college policy for prerequisite courses that students are required to master before entering the subsequent course. Students are expected to pass prerequisite courses with a C or better to enroll in the course.

College Grading Scale		GCCISD Grading Scale	
A	90-100	A	90-100
B	80-89	B	80-89
C	75-79	C	75-79
C	71-74	C	74
D	60-70	D	70
F	59-BELOW	F	69-BELOW

Grade Points

Weighted 6.0 Scale (Beginning with the Class of 2026)

ACTUAL GRADE	GRADE POINTS		
	Academic Dual Credit/ AP	*CTE Dual Credit/ Honors	On-Level
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
Below 70	0	0	0

*Pending 2026 TAC Chapter 74 Update

Reteach and Retest/Reassess for Mastery

Mastery of Texas Essential Knowledge and Skills

GCCISD will utilize ongoing mastery assessments to determine which students need remediation (re-teaching and acceleration). The use of benchmarks, teacher-developed assessments, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

Reteach/Retest for Mastery

1. If less than 75% (50% for AP) of the students in a single class period fail to demonstrate mastery of the TEKS or AP course standards on a classroom test, the teacher will provide the opportunity for reteaching and retesting. These opportunities will be provided during class time using different methods of instruction. This requirement does not apply to semester exams or benchmarks.
2. Students with three or more zeros on assignments over the assessed material may be excluded from the calculation of 75% (50% for AP). Extenuating circumstances may be taken into consideration.
3. All students will have one opportunity to retest on a major grade if mastery is not demonstrated. It is the responsibility of the student to initiate this process within 10 days of grade notification.
4. Reevaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections or a formal test, completed outside of the class period. Extenuating circumstances may be taken into consideration. This requirement does not apply to semester exams or interims.
5. A student must score at least 70% on the reevaluation to demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS) or AP Standards. A grade of 70 is the maximum that can be earned on the reevaluation and is recorded to designate mastery. If a student fails to demonstrate mastery on the reevaluation of the TEKS or AP Standards, the higher of the two grades is recorded.

Appendices

Appendix A: Extracurricular Activities and UIL Eligibility

Grades and Extracurricular Activities

Grades shall not be increased or reduced for participation or lack of participation in any extracurricular activity. Extracurricular eligibility shall be determined in accordance with TEC §33.081 and the rules of the University Interscholastic League. Sponsors of extracurricular clubs and organizations are responsible for ensuring that participating students meet eligibility requirements by verifying status through the campus-designated official keeper of grades.

GCCISD Eligibility Calendar

GCCISD publishes an official eligibility calendar annually. See www.GCCISD.net or the campus extracurricular sponsor. This calendar is strictly adhered to. Please maintain a copy for your reference.

Official Eligibility Grade Check Date

The established UIL grade check calendar can be found on the www.GCCISD.net website

Gain/Lose Dates

Students will gain eligibility if they pass in academic classes, or lose eligibility if they fail academic classes (excluding those identified as Honors or Advanced classes).

Gain Only Dates

Ineligible students can regain eligibility if they are passing academic classes, not just the ones they were failing (excluding those identified as Honors or Advanced classes).

Grade Period Dates

This is the effective date that students regain or lose eligibility at the end of the school day. It is seven calendar days after the official eligibility check.

Honors Advanced Class Waivers

Students will be granted a one-time waiver for one nine-week grading period for one course if they fail an Honors/Advanced/Honors/AP course with a grade of 60 percent. Students will only be eligible for one waiver for one course per academic year, beginning with the first nine weeks. Students in Honors/Advanced/Honors/AP courses will not lose eligibility during the first six-week grading period.

University Interscholastic League (UIL) Eligibility

1. A student who receives a grade below 70 in any academic class (other than a state-identified advanced course) at the end of a grading period (after the first six weeks of the school year) shall be ineligible to participate in extracurricular activities for a minimum of three school weeks.
2. Students may practice or rehearse during the period of ineligibility, but may not compete or perform.
3. Eligibility is regained when the student has earned a passing grade (70 or above) in all non-exempt courses and the three-week ineligibility period has been completed.
4. Eligibility is determined based on official grade reports at the end of the first six weeks and each subsequent grading period.
5. For students receiving special education services, eligibility is determined in accordance with grades established through the ARD committee as documented in the student's Individualized Education Program (IEP).
6. Coaches and activity sponsors are responsible for verifying eligibility through official grade reports before student participation.

Exemptions for No Pass No Play for Honors Courses

Check the district website at www.GCCISD.net for the current list of courses approved for exemption.

Appendix B: Grades for Students Assigned to POINT Alternative School

Students who have been assigned to Point Alternative School remain active in the roles and records of their home campus. The following are procedures that should be followed regarding students at Point.

Core Area Subjects

Students at Point receive direct instruction in the core curriculum areas (Language Arts, Mathematics, Science, and Social Studies). Teachers within these subject areas are certified and follow the curriculum and TEKS as in any other school. These teachers record grades within the District's electronic gradebook and generate an average to report to the teacher at the home campus at the end of each grading period (Progress Report or Report Card). Teachers at the home campus should receive this grade and factor it in (based on the percentage of time assigned to) and enter it into their electronic gradebooks. For example, if during a nine-week grading period a student is assigned to Point for six weeks, the final average should be reflective of counting the work at the home campus for 33% (3 weeks) and the work for Point for 66% (6 weeks). If the student is assigned to Point for the entire grading period, the grade should not be adjusted by the home campus teacher.

Elective Subjects

Students enrolled in electives are sent assignments by the home campus teacher. Students are given an opportunity to work on elective assignments for one period each day, regardless of the number of electives taken. Work is returned to the home campus teacher for evaluation and the home campus teacher is solely responsible for issuing the final grade fairly and equitably.

Opportunity for Success

Texas law and GCCISD Policy ensure that a student must be provided the opportunity to be successful in schoolwork while assigned to an alternative learning center through the end of the summer following the school year. This opportunity for success may take different forms under the law, but may include allowing the student more time to complete assignments. Just as a student has only one period a day to work on electives, students enrolled in two Math classes or two Social Studies classes have only one period per day for these subjects. Teachers should remain aware of this and allow students the opportunities needed to achieve success. In some instances, the issuance of an Incomplete may be appropriate until the student has had adequate time to complete assignments.

Appendix C: Dual Credit Guidelines

GCCISD, in partnership with its institutions of higher education, offers Dual Credit courses during the school day. All high school students may pursue participation in the program; however, enrollment is contingent upon meeting the admission requirements established by the partnering institution.

Dual Credit courses may be held at a GCCISD campus or at the partnering college. Transportation may be available for off-campus courses.

Courses eligible for Dual Credit are determined collaboratively between GCCISD and its higher education partners and provide advanced academic instruction beyond or in greater depth than the Texas Essential Knowledge and Skills (TEKS).

To receive high school credit, students must meet district-established grading requirements. In accordance with GCCISD grading guidelines, a college course grade of 60 or higher will be recorded as a minimum of 70 for high school credit. Students earning a failing grade may be required to recover credit if the course is needed for graduation.

Dual Credit courses, grades, and high school credits earned will be recorded on the student's high school transcript.

Dual Credit courses may be considered advanced courses for purposes of extracurricular eligibility as defined by the University Interscholastic League and may be exempt from "No Pass, No Play" provisions if identified as such.

Students enrolled in Dual Credit courses must also complete any required STAAR End-of-Course (EOC) assessments and meet all state graduation requirements.

Prior to withdrawing from a Dual Credit course, students must consult with their high school counselor to determine appropriate placement options. If a student withdraws from a required course, the campus will review available options and may place the student in the corresponding high school course.

Because Dual Credit courses are college-level and are taught by college-employed instructors, any disputes regarding grades, course content, schedules, calendar, attendance or other issues are to be addressed to the respective college. Students with disabilities will need to visit the Special Populations Department at the college for needed accommodations.

Appendix D: Expectations and Guidelines for All Emergent Bilinguals and Recent Immigrants

English as a Second Language (ESL) and Emergent Bilingual Students

All academic and performance expectations apply to Emergent Bilingual (EB) students. Instruction must reflect the affective, linguistic, and cognitive needs of second language learners as outlined in 19 TAC §89.1210(e).

Emergent Bilingual students shall:

- Receive instruction using second language acquisition methods in English that build confidence, self-assurance, and a positive cultural identity.
- Develop proficiency in listening, speaking, reading, and writing in English through intensive, targeted instruction.
- Receive instruction in all content areas (English language arts, mathematics, science, health, and social studies) using appropriate linguistic supports to ensure access to the Texas Essential Knowledge and Skills (TEKS) and higher-order thinking.

Instruction, pacing, and materials must be adapted to ensure EB students have full access to grade-level content. Expectations apply at the student's current level of English language proficiency.

Students identified as Emergent Bilingual, including those with a parent denial of bilingual/ESL program services, shall be graded in accordance with GCCISD Grading and Reporting Procedures, with appropriate consideration of the student's English language proficiency, instructional accommodations, and linguistic needs.

Promotion and Retention of Emergent Bilingual Students

Promotion and retention decisions for Emergent Bilingual students shall be made in accordance with district guidelines and must consider multiple factors, including academic performance, English language proficiency, and documented instructional supports.

- EB students who demonstrate satisfactory academic progress, with appropriate linguistic supports, should be promoted.
- Decisions regarding retention must not be based solely on a student's limited English proficiency.
- Retention may be considered when a student demonstrates insufficient progress in both academic achievement and English language development, and only after:
 - Appropriate instructional accommodations, pacing, and ESL methodologies have been implemented, and
 - Interventions and supports have been documented through the campus student support process (e.g., SST/RTI).
- All decisions must be supported by documented evidence and communicated with parents.

Teachers will report grades in accordance with GCCISD Grading and Reporting Procedures. Parent-teacher conferences will be used to address individual student needs.

ESL Grading (Secondary)

Teachers of Emergent Bilingual students must distinguish between academic achievement and English language proficiency. Students may experience difficulty demonstrating content mastery due to language demands rather than lack of understanding.

To ensure valid assessment of content knowledge, teachers should:

- Use clear and simplified language when appropriate (without modifying required academic vocabulary).
- Avoid unnecessarily complex sentence structures.
- Be mindful of cultural and linguistic differences that may impact understanding.
- Provide appropriate linguistic accommodations such as extended time, bilingual dictionaries, oral administration, and other supports aligned to the student's proficiency level.

Assessments should measure content mastery while providing equitable access for EB students to demonstrate their learning.

Appendix E: Students Protected Under Section 504

Section 504

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified individual with a disability shall, solely by reason of that disability, be excluded from participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving federal financial assistance.

A qualified individual is any person who:

1. Has a physical or mental impairment that substantially limits one or more major life activities,
2. Has a record of such an impairment, or
3. Is regarded as having such an impairment.

The Section 504 Committee determines appropriate accommodations and supports to ensure eligible students receive a Free Appropriate Public Education (FAPE). These accommodations may affect the presentation of material, the method of student response, or the setting, timing, or scheduling of instruction.

Students served under Section 504 are required to master the Texas Essential Knowledge and Skills (TEKS) for each course. It is the responsibility of the classroom teacher to implement all accommodations as documented in the student's Section 504 plan.

Grading for students receiving Section 504 services must reflect the student's mastery of course content. Accommodations should provide equitable access to instruction and assessment so that the student's disability does not prevent them from demonstrating their knowledge and skills.

Students with Dyslexia

A student with dyslexia may be served through Section 504, Special Education, or general education supports such as the campus Student Success Team, depending on eligibility and need.

Appropriate accommodations and interventions are determined by the applicable committee (e.g., Section 504 Committee, ARD Committee, or campus team). These supports are designed to provide access to grade-level curriculum and instruction.

Students with dyslexia are expected to master the TEKS for each course. Instructional accommodations may include, but are not limited to, extended time, oral administration, assistive technology, and structured literacy supports aligned to the student's needs.

Grading should reflect the student's understanding of the content, not the impact of the disability, when appropriate accommodations have been provided.

Appendix F: Special Education/Section 504 Accommodations – Honors/AP

The following guidelines apply to students receiving Special Education or Section 504 services who enroll in Honors or Advanced Placement (AP) courses. These courses are open to all students, including those receiving services; however, they are academically rigorous and require a high level of independence and performance.

Counselors, parents, ARD Committees, and Section 504 Committees should carefully consider student readiness, support needs, and long-term goals when selecting Honors/AP coursework.

Students receiving Special Education or Section 504 services are entitled to appropriate accommodations as determined by the ARD or Section 504 Committee. These accommodations must provide equitable access to instruction and assessment while maintaining the integrity and rigor of the course.

Guidelines

1. Access and Participation

Students receiving Special Education or Section 504 services must be provided equal access and opportunity to enroll in Honors/AP courses.

2. Course Selection and Planning

ARD and Section 504 Committees may consider Honors/AP coursework as part of a student's academic and transition planning, particularly for students pursuing postsecondary education. While committees are not required to recommend Honors/AP placement, decisions should be based on the student's ability to be successful with appropriate accommodations and supports.

3. Accommodations

Students may receive accommodations in Honors/AP courses as documented in their Individualized Education Program (IEP) or Section 504 plan. Accommodations must:

- Provide access to grade-level content
- Support the student's ability to demonstrate learning
- Not fundamentally alter the content, standards, or rigor of the course

Examples of allowable accommodations may include:

- Extended time for assignments and assessments
- Preferential seating
- Clarification or repetition of instructions
- Use of assignment organizers or planners
- Testing in a reduced-distraction environment
- Large print, Braille, or assistive technology
- Oral administration, when appropriate
- Adjusted formatting of assessments (e.g., spacing, highlighting)

4. Non-Allowable Modifications in Honors/AP Courses

The following changes may constitute modifications that alter course content or rigor and are generally not appropriate in Honors/AP courses:

- Reduction in the number or depth of required assignments
- Alternative or modified assignments in place of required coursework
- Shortened or simplified assessments that reduce rigor
- Lowered grading standards or mastery expectations
- Any change that reduces the essential knowledge and skills of the course

Note: Collaborative learning structures (e.g., peer support) may be used when they are part of general classroom practice and available to all students.

5. Monitoring and Support

Student progress should be regularly monitored. If a student is not demonstrating success despite appropriate accommodations, the ARD or Section 504 Committee may reconvene to review supports, consider adjustments, and discuss appropriate placement options.

6. Enrollment Decisions

Enrollment in Honors/AP courses is a collaborative decision involving the student, parent/guardian, and school personnel. Final course placement should reflect both student choice and informed recommendations based on readiness and support needs.

Appendix G: Grading Policies for Students with Disabilities

General

Students with disabilities receive instruction in a variety of settings as determined by the Admission, Review, and Dismissal (ARD) Committee. Each student must have an Individualized Education Program (IEP) that is properly developed, implemented, and maintained in the least restrictive environment appropriate to meet the student's educational needs.

The Texas Education Code §28.002 requires that all students participate in a balanced curriculum designed to meet individual needs. The Texas Essential Knowledge and Skills (TEKS) represent the core knowledge and skills all students are expected to learn. Students with disabilities shall be instructed in the TEKS in a manner appropriate to their needs.

Each student's IEP must include measurable annual goals designed to address the student's disability-related needs and enable progress in the general curriculum. For students participating in alternate assessments aligned to alternate achievement standards, the IEP must also include benchmarks or short-term objectives.

The following guidelines are intended to ensure that grades reflect meaningful information about a student's progress in the curriculum.

1. Students in General Education Without Curriculum Modifications

The ARD Committee may determine that a student will participate in the full general education curriculum with accommodations only.

- Accommodations (e.g., extended time, large print, assistive technology) support access to instruction but do not change the content or expectations of the curriculum.
- These accommodations are documented in the IEP but are not considered curriculum modifications.
- District grading policies apply unless otherwise specified by the ARD Committee.

2. Students in General Education With Curriculum Modifications

The ARD Committee may determine that a student will receive curriculum modifications.

- Curriculum modifications change the content, scope, or depth of the TEKS the student is expected to master.
- All modifications must be clearly documented in the IEP.
- Grades must reflect the student's progress on the modified curriculum, not the general education expectations.
- The ARD Committee determines how grades are assigned (e.g., general education teacher, special education teacher, or collaboratively).
- Students should have equitable opportunities to earn grades, including participation in grading practices used in the classroom, when appropriate.

3. Students in Special Education Settings

Students receiving instruction in special education classes shall receive grades from the appropriate special education teacher, as determined by the ARD Committee.

- Grades should reflect the student's progress in the curriculum and toward IEP goals, as appropriate.
- The ARD Committee determines how progress will be measured and how it will be reported to parents.

IEP Progress Reporting

The ARD Committee must determine how progress toward IEP goals will be measured and reported.

- Progress on IEP goals must be reported separately from report card grades.
- The report card may not be used as a substitute for IEP progress reporting.
- Teachers are responsible for collecting and documenting data to support progress monitoring and ARD decision-making.

Appendix H: Grading Policies for Students with Disabilities

Some program areas may establish District expectations for recording and reporting grades. The following program areas have established guidelines.

Visual and Performing Arts

Established Standards

Wellness/Physical Education/Sports

Established Standards

Career and Technology Applications

Guidelines for Assessing and Reporting

Appendix I: Goose Creek CISD Course Syllabus

Course Information and Instructional Planning

Goose Creek CISD provides course information and instructional planning resources for all courses offered in the district.

In alignment with state expectations and district transparency practices, course information must be made publicly accessible on the district or campus website. Rather than individual teacher-created syllabi, GCCISD provides the following district-developed resources:

- Course Descriptions, located in the Educational Planning Guide, which outline the general content, expectations, and purpose of each course
- Pacing Guides (Year-at-a-Glance documents), which provide an overview of instructional sequencing and timelines for the course

These resources ensure consistency across campuses and provide students and families with clear expectations regarding course content and instructional progression.

For all state-approved courses, the State of Texas has established the Texas Essential Knowledge and Skills (TEKS), which define the required curriculum standards. GCCISD curriculum is aligned to the TEKS and supported by district instructional resources and assessments.

Information regarding the TEKS may be accessed through the Texas Education Agency website. District curriculum resources, including pacing guides for core content areas, are available on the GCCISD website.

Dual Credit Courses

Dual credit courses are offered in partnership with institutions of higher education (IHEs). Course syllabi, grading policies, and instructional expectations for dual credit courses are established and governed by the partnering IHE. Students enrolled in dual credit courses are expected to follow the syllabus and requirements provided by the college or university.

Appendix J: Student Summary and Progress Supporting Final Grades Below a '50' Form

When reporting and recording any failing grade below a 50 for the final grade on the report card, teachers must provide documentation of the required actions taken utilizing the "Student Summary and Progress Supporting Final Grades Below a '50' Form." This form is to be placed in the student's cumulative file by the campus administrator.

Part I. Student Information		
Name:	Student ID#:	Campus:
Teacher:	Grade Level/Subject:	Academic School Year:
Grade Average: (Attach grade report)	Number of Days Missed:	Select One <input type="checkbox"/> 1st 9 weeks <input type="checkbox"/> 2nd 9 weeks <input type="checkbox"/> 3rd 9 weeks <input type="checkbox"/> 4th 9 weeks
<input type="checkbox"/> At Risk <input type="checkbox"/> Special Education <input type="checkbox"/> Emergent Bilingual <input type="checkbox"/> 504 <input type="checkbox"/> SST <input type="checkbox"/> G/T		
Part II. Contributing Factors for Academic Concern	Part III. Instructional Intervention	
What factors contributed to the student earning an average of below 50? <input type="checkbox"/> Absences <input type="checkbox"/> Discipline <input type="checkbox"/> Tardiness <input type="checkbox"/> Motivation <input type="checkbox"/> Behavior <input type="checkbox"/> Missing work <input type="checkbox"/> Low grades <input type="checkbox"/> Other:	Evidence-based interventions provided to the student in addition to regular instructional practices already in place:	
Part IV. Parent Notification	Part V. Principal/AP Contact	Part VI. Counselor Contact
<input type="checkbox"/> Parents have been contacted at least twice during the current grading period to notify them of a failing grade(s). Date of 1st contact: _____ Date of 2nd contact: _____	Date of contact: _____ <input type="checkbox"/> SST Referral Made (student has failed two nine-week periods)	Date of contact: _____

Teacher Signature:	Date:
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