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2016-2017

## Report to Board of Trustees and and Administration

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Audit Plan Code: 17-05

# **COURSE GRADE AND GRADE-LEVEL CHANGES AUDIT**

Identified instances of non-compliance with District procedures for changing students' course grade(s) and grade-level(s).



**EL PASO  
INDEPENDENT  
SCHOOL DISTRICT**

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*Internal Audit Department*



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## ABBREVIATIONS LIST

CAP	Corrective Action Plan
CUM	Cumulative Record folder (student file)
EPISD	El Paso Independent School District
FY	Fiscal Year
GPA	Grade Point Average
IA	Internal Audit
TEA	Texas Education Agency
TEAMS	Total Education Administrative Management Solution
TEC	Texas Education Code

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## Executive Summary

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We have completed the Course Grade and Grade-Level Changes Audit for the 2015-2016 school year. The Executive Summary provides, on a summarized basis, the findings discussed throughout the body of the Internal Audit Report that follows. The Internal Audit Report includes background information and detailed findings, recommendations, management's Corrective Action Plan, and exhibits.

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### Summary of Findings

1. We identified instances of non-compliance with District procedures for changing students' grade-levels listed as conditions 1.1 through 1.9 nine below.
  - 1.1. The "Request for High School Change in Placement Form" was not consistently located in 39 of 162 (24%) students' Cumulative Record Folder (CUM).
  - 1.2. There were 27 of 162 (17%) instances in which the student did not have the correct number of credits for a grade-level change. Of the 27 instances, 23 did not have a "Request for High School Change in Placement Form" in the CUM.
  - 1.3. There were 26 (7% for each attachment) instances total in which the required three attachments to the "Request for High School Change in Placement Form" were not consistently located in students' CUMs.
  - 1.4. Grade-level changes were not entered in TEAMS within the five day requirement after receipt by the registrar in 10 of 123 (8%) instances.
  - 1.5. The "Request for High School Change in Placement Form" was not signed/approved by the principal in two of 123 (2%) instances.
  - 1.6. The "Request for High School Change in Placement Form" was not approved by the counselor in three of 123 (2%) instances.
  - 1.7. The registrar entered the grade-level change in TEAMS prior to approval/signature of principal on "Request for High School Change in Placement Form" in one of 123 (0.8%) instances.
  - 1.8. The "Divide Enrollment" field was not consistently entered in TEAMS in 28 of 162 (17%) instances. If Divide Enrollment is not entered in TEAMS when making grade-level changes, an effective date is not assigned for each grade level rather than giving the impression of one grade-level for the entire year.
  - 1.9. The "Secondary School Request for Change in Grade Level Placement Checklist" was not affixed to the "Change In Grade Level Placement Form" in 51 of 123 (41%) instances.
2. We identified instances of non-compliance with District procedures for changing students' final semester course grades listed as conditions 2.1 through 2.7 below.
  - 2.1. There were 40 of 129 (31%) instances in which the "High School Grade Change Form" was not located in students' CUMs.
  - 2.2. There were two of 89 (2%) instances wherein the "High School Grade Change Form" was not signed by a teacher.
  - 2.3. There were 16 of 77 (21%) applicable instances in which the course grade changes were not entered in TEAMS within the three day requirement after principal approval.
  - 2.4. There were 10 of 88 (11%) applicable instances in which the registrar entered a revised grade change to a student's record in TEAMS prior to approval/signature of principal.
  - 2.5. There were three of 89 (3%) instances in which the registrar's signature was missing from the "High School Grade Change Form."
  - 2.6. There were 47 of 89 (53%) instances in which the "High School Grade Change Form" UIL (University Interscholastic League) information was not consistently filled out with required UIL information status for course.



- 2.7. There were three of 89 (3%) instances in which incorrect grades were entered into a student's course record in TEAMS.

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### **Management's Corrective Action Plan**

A Corrective Action Plan (CAP) was provided outlining the activities to be implemented. The CAP appears to be sufficient to address the reportable conditions outlined in this report. Internal Audit will monitor the implementation of the CAP and schedule follow-up review(s) of evidence to ensure CAP activities have occurred.

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### **Conclusion**

Internal Audit performed an audit that consisted of three phases in 2013-2014. During this audit we determined the design and effectiveness of the internal controls were adequate for the process of grade-level and semester course grade changes. Campuses demonstrated the ability to comply with the procedures by phase III and had low error rates in the areas tested.

For the current audit, we found that the design of the internal controls for semester course grade changes and grade-level classification changes continue to be sufficient to provide reasonable assurance of compliance. However, we found errors (non-compliance with District procedures) related to the operation of the internal controls. The results of the current 2016-2017 Course Grade and Grade-Level Changes Audit shows an increase in errors by campus compared to the findings of the 2013-2014 Audit's Phase III. Exhibit B in this report compares the error rates and trends between the current 2016-2017 Audit and the 2013-2014 Audit's three phases.

The Corrective Action Plan developed by the Area Superintendents should ensure campuses identify and address the root cause of errors to ensure compliance and reduce the risk of inaccurate transcripts.



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# Internal Audit Report

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## Background

The Course Grade and Grade-Level Changes Audit was approved by the Board of Trustees as part of the 2016-2017 Internal Audit Plan. This audit is a follow up to the 2013-2014 Course Grade and Grade-Level Changes Audit which was comprised of three phases and was part of the 2013-2014 Internal Audit Plan approved by the Board of Managers. The scope of the 2013-2014 Audit was: Phase I - 2012-2013 school year, Phase II – 8/26/13-11/8/13, and Phase III – 11/11/13-2/20/14.

For the aforementioned 2013-2014 Audit, by Phase III there was:

- Significant improvement of errors with zero errors in tested areas for grade-level changes except for: 1) required documentation, and 2) five day requirement to make a change, which had a lower error rate.
- Improvement in tested areas of course grade changes for required documentation, and only one campus had forms without teacher approval.

The District's Administrators' Reference Guide (ARG) addresses procedures for making course grade and grade-level changes. These include required forms in the Cumulative Record Folder (CUM), supporting documentation, signatures of principal, counselor, teacher, and registrar to record entry dates to meet timelines to enter those changes into Total Education Administrative Management Solution (TEAMS).

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## Objective and Scope

The objective and scope included reviewing and evaluating effectiveness of the design and operation of the internal controls for course grades and grade-level classification changes for the 2015-2016 school year at high schools.

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## Methodology

To achieve our audit objectives, we:

1. Researched relevant federal/state laws and regulations, Board policies, and Student and Parent Services' department procedures in the ARG.
2. Obtained and analyzed grade-level and final semester course grade changes for corresponding students for the scope period, and selected a representative sample for testing. Sample sizes are listed below:
  - a. Grade-Level Changes Sample: 13 campuses with a total of 162.

Campus	Sample Size	*Number of Unique Students
ANDRESS	13	12
AUSTIN	31	23
BOWIE	16	13
BURGES	8	8
CCTA	11	11
CHAPIN	10	8

Campus	Sample Size	*Number of Unique Students
CORONADO	29	21
DELTA	7	6
EL PASO	11	8
FRANKLIN	6	6



IRVIN	13	12
JEFFERSON	5	5
TELLES	2	2
<b>TOTALS</b>	<b>162</b>	<b>(135 - 7) = 128</b> *7 students had grade level changes at more than one campus.

b. Semester Course Grade Changes Sample: 14 campuses with a total of 129.

Campus	Sample Size
ANDRESS	20
AUSTIN	6
BOWIE	9
BURGES	6
CORONADO	20
EL PASO	11
IRVIN	11
JEFFERSON	6
FRANKLIN	12
CHAPIN	11
TRANS MOUNTAIN	3
CCTA	2
DELTA	1
FRANKLIN 9TH GRD CTR	11
<b>TOTALS</b>	<b>129</b>

## Inherent Limitations

Because of the inherent limitations in a system of internal controls, there is a risk that errors or irregularities occurred and were not detected. Thus, an auditor is able to obtain reasonable, but not absolute, assurance that procedures and internal controls are followed and adhered to in accordance with the federal, state, local policies, and guidelines.

Also, projections of any evaluation of the effectiveness of the internal control to future periods are subject to the risk that procedures may become inadequate because of changes in conditions, or that the degree of compliance with the policies or procedures may deteriorate.

## Findings (01 to 02)

### Finding (#01)

Conditions	<p>We identified instances of non-compliance with District procedures for changing students' grade-levels listed as conditions one through nine below. Table 1 provides a summary of error rates by campus for each condition.</p> <p>1.1 There were 39 instances at 11 campuses in which the "Request for High School Change in Placement Form" was not consistently located in students' Cumulative Record Folder (CUM). The District error rate was 24% (39 of 162).</p> <p>1.2 There were 27 instances at 10 campuses in which the student did not have the correct number of credits for a grade-level change. Of the 27 instances, <u>23 did not have</u> a "Request for High School Change in Placement Form" in the CUM. The District error rate was 17% (27 of 162).</p>
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	<p>1.3 There were 26 instances total in which the required three attachments to the “Request for High School Change in Placement Form” were not consistently located in students’ CUMs. The District error rate was 7% for each of the required attachments. Note that the error rates by campus are summarized in Table 1 under the columns labeled as conditions 1.3a, 1.3b, and 1.3c.</p> <p>1.4 Grade-level changes were not entered in TEAMS within the five day requirement after receipt by the registrar in 10 instances at six (6) campuses. The District error rate was 8% (10 of 123).</p> <p>1.5 The “Request for High School Change in Placement Form” was not signed/approved by the principal in two (2) instances at one (1) campus. One of these forms was also missing the counselor signature. Note the affected students had the correct/sufficient number of credits for the grade-level change. The District error rate was 2% (2 of 123).</p> <p>1.6 The “Request for High School Change in Placement Form” was not approved by the counselor in three (3) instances at two (2) campuses. The District error rate was 2% (3 of 123).</p> <ul style="list-style-type: none"> <li>Franklin had one instance, the principal signed and the student had sufficient credits for the grade-level change, and</li> <li>Irvin had two instances, the principal did not sign one of them, but in both instances, the students had the correct number of credits for the grade-level change.</li> </ul> <p>1.7 The registrar entered the grade-level change in TEAMS prior to approval/signature of principal on “Request for High School Change in Placement Form” in one (1) instance at one (1) campus. The District error rate was 0.8% (1 of 123).</p> <p>1.8 The “Divide Enrollment” field was not consistently entered in TEAMS in 28 instances at 11 campuses. If Divide Enrollment is not entered in TEAMS when making grade-level changes, an effective date is not assigned for each grade level rather than giving the impression of one grade-level for the entire year. The District error rate was 17% (28 of 162).</p> <p>1.9 The “Secondary School Request for Change in Grade Level Placement Checklist” was not affixed to the “Change In Grade Level Placement Form” in 51 instances at 10 campuses. The District error rate was 41% (51 of 123).</p> <p>The written procedure in the Administrators’ Reference Guide does not address affixing the form, but is referred to in “Exhibit K Secondary School Request for Change in Grade Level Placement Flowchart.” The “Secondary School Request for Change in Grade Level Placement Checklist” form states on the bottom of the form, “Original Copy of this form to be affixed to Request for Change in Grade Level Placement &amp; Copy submitted to Counselor.”</p>
Effect and Risks	<ul style="list-style-type: none"> <li>There is a risk unsupported grade-level changes may result in inaccurate grade-level changes in TEAMS and on students’ transcripts.</li> </ul>
Cause	<ul style="list-style-type: none"> <li>The instructions on the form and the procedure in the Administrators’ Reference Guide are not in alignment, which can cause confusion if the form is required to be attached to the “Change In Grade Level Placement Form.”</li> </ul>
Criteria	See Exhibit A criteria sources 2, 3, and 5.



Recommendations	<ol style="list-style-type: none"> <li>1. We recommend Student and Parent Services align procedures in the Administrators' Reference Guide with instructions on the "Secondary School Request for Change in Grade Level Placement Checklist" form and inform stakeholders of revised written procedures.</li> <li>2. We recommend Area Superintendents, in conjunction with principals of campuses with high error rates, develop a Corrective Action Plan (CAP) to address the conditions outlined in this finding. The CAP should include activities that will address the root cause of the error and provide assurance the campuses comply with the District procedures. Guidance Services and Student and Parent Services may be used as a resource to provide training and support to appropriate campus staff, as needed; however, we recommend they not be the CAP owners as it appears errors are not caused by the process currently in place and errors do not appear to be systematic across all campuses.</li> </ol>
Management's Action Plan	<p><u>Activity #05:</u> "Follow up training session provided by Student/Parent Services and Guidance Services to High School Principals regarding proper procedures for completing Grade Change and Grade Level Change forms."</p> <p><u>Person(s) Responsible:</u> Director of Student/Parent Services; Director of Counseling, Advising, and College Readiness; and Area Superintendents</p> <p><u>Implementation Date:</u> 5/1/2017</p> <p><u>Activity #06:</u> "Counseling, Advising, and College Readiness will coordinate training for Guidance and Assistant Principals on a review of District procedures and use of District-developed forms for Course Grade Changes and Grade Level Changes."</p> <p><u>Person(s) Responsible:</u> Director of Counseling, Advising, and College Readiness</p> <p><u>Implementation Date:</u> 5/1/2017</p> <p><u>Activity #07:</u> "Counseling, Advising, and College Readiness will coordinate training on a review of District procedures and use of District-developed forms for Course Grade Changes and Grade Level Changes during New Counselor Academy."</p> <p><u>Person(s) Responsible:</u> Lead Counselor, Counseling, Advising, and College Readiness</p> <p><u>Implementation Date:</u> 5/1/2017</p> <p><u>Activity #08:</u> "Counseling, Advising, and College Readiness will coordinate training on a review of District procedures and use of District-developed forms for Course Grade Changes and Grade Level Changes during High School Counselor Meeting."</p> <p><u>Person(s) Responsible:</u> Lead Counselor, Counseling, Advising, and College Readiness</p> <p><u>Implementation Date:</u> 5/1/2017</p> <p><u>Activity #09:</u> "Student and Parent Services will provide a refresher training session to registrars on grade and grade level changes."</p> <p><u>Person(s) Responsible:</u> Director of Student and Parent Services</p>





Implementation Date: 5/1/2017

Activity #10: "Student and Parent Services will align the Administrative Reference Guide Procedures with the Instructions on the Secondary Request for Grade Change Checklist"

Person(s) Responsible: Director of Student and Parent Services

Implementation Date: 5/1/2017

Activities #11, 13, and 16: The respective High School Principals, "...will ensure students identified in the audit are in the appropriate grade level and supporting documentation is filed in the AAR Cumulative Record."

Person(s) Responsible: Respective High School Principals; High School Assistant Principals Guidance and Instruction; High School Registrars

Implementation Date: 5/1/2017

Activity #17: "High School principals will ensure that nine-week audits are conducted in regards to grade level change forms, as well as grade change forms. Audit will reflect 10% of the request submitted."

Person(s) Responsible: High School Principals; High School Assistant Principals Guidance and Instruction; High School Registrars

Implementation Date: 5/1/2017



**Table 1: Grade-Level Changes Finding 1- Conditions 1.1 – 1.9**

Campus	Condition 1.1 "Request for High School Change in Placement Form" Not in CUM	Condition 1.2 Incorrect Credits for Grade-Level Change and "Request for High School Change in Placement Form" was not Located in CUM	Condition 1.3a Transcript Not Attached to "Request for High School Change in Placement Form"	Condition 1.3b Standardized Testing Report Not Attached to "Request for High School Change in Placement Form"	Condition 1.3c Audit Sheet Not Attached to "Request for High School Change in Placement Form"	Condition 1.4 Entry of Grade- Level Change Not Made Within Five Day Requirement in TEAMS	Condition 1.5 "Request for High School Change in Placement Form" Not Approved by principal	Condition 1.6 "Request for High School Change in Placement Form" Not Approved by counselor	Condition 1.7 Registrar Entered Grade- Level Change in TEAMS prior to signature of Principal on form	Condition 1.8 Registrar Did Not Use "Divide Enrollment" in TEAMS for Grade-Level Change	Condition 1.9 The "Secondary School Request for Change in Grade Level Placement Checklist" was not affixed.
Address	23% (3 of 13)	67% (2 of 3)	10% (1 of 10)	0% (0 of 10)	0% (0 of 10)	10% (1 of 10)	0% (0 of 10)	0% (0 of 10)	0% (0 of 10)	15% (2 of 13)	10% (1 of 10)
Austin	42% (13 of 31)	4% (5 of 13)	6% (1 of 18)	17% (3 of 18)	17% (3 of 18)	22% (4 of 18)	0% (0 of 18)	0% (0 of 18)	0% (0 of 18)	16% (5 of 31)	94% (17 of 18)
Bowie	13% (2 of 16)	100% (2 of 2)	0% (0 of 14)	0% (0 of 14)	0% (0 of 14)	7% (1 of 14)	0% (0 of 14)	0% (0 of 14)	0% (0 of 14)	13% (2 of 16)	79% (11 of 14)
Burges	38% (3 of 8)	100% (3 of 3)	0% (0 of 5)	0% (0 of 5)	0% (0 of 5)	20% (1 of 5)	0% (0 of 5)	0% (0 of 5)	0% (0 of 5)	38% (3 of 8)	40% (2 of 5)
CCTA	55% (6 of 11)	67% (4 of 6)	0% (0 of 5)	0% (0 of 5)	0% (0 of 5)	0% (0 of 5)	0% (0 of 5)	0% (0 of 5)	0% (0 of 5)	36% (4 of 11)	0% (0 of 5)
Chapin	20% (2 of 10)	50% (1 of 2)	0% (0 of 8)	0% (0 of 8)	0% (0 of 8)	0% (0 of 8)	0% (0 of 8)	0% (0 of 8)	0% (0 of 8)	10% (1 of 10)	25% (2 of 8)
Coronado	10% (3 of 29)	67% (2 of 3)	0% (0 of 26)	0% (0 of 26)	4% (1 of 26)	8% (2 of 26)	0% (0 of 26)	0% (0 of 26)	0% (0 of 26)	10% (3 of 29)	0% (0 of 26)
Delta	43% (3 of 7)	67% (2 of 3)	100% (4 of 4)	100% (4 of 4)	100% (4 of 4)	0% (0 of 4)	0% (0 of 4)	0% (0 of 4)	0% (0 of 4)	43% (3 of 7)	100% (4 of 4)
El Paso	18% (2 of 11)	50% (1 of 2)	0% (0 of 9)	0% (0 of 9)	0% (0 of 9)	11% (1 of 9)	0% (0 of 9)	0% (0 of 9)	0% (0 of 9)	18% (2 of 11)	78% (7 of 9)
Franklin	0% (0 of 6)	0% (0 of 0)	0% (0 of 6)	0% (0 of 6)	0% (0 of 6)	0% (0 of 6)	0% (0 of 6)	17% (1 of 6)	17% (1 of 6)	0% (0 of 6)	17% (1 of 6)
Irvin	8% (1 of 13)	100% (1 of 1)	8% (1 of 12)	8% (1 of 12)	8% (1 of 12)	0% (0 of 12)	17% (2 of 12)	17% (2 of 12)	0% (0 of 12)	15% (2 of 13)	8% (1 of 12)
Jefferson	0% (0 of 5)	0% (0 of 0)	20% (1 of 5)	20% (1 of 5)	0% (0 of 5)	0% (0 of 5)	0% (0 of 5)	0% (0 of 5)	0% (0 of 5)	0% (0 of 5)	100% (5 of 5)
Telles	50% (1 of 2)	0% (0 of 1)	0% (0 of 1)	0% (0 of 1)	0% (0 of 1)	0% (0 of 1)	0% (0 of 1)	0% (0 of 1)	0% (0 of 1)	50% (1 of 2)	0% (0 of 1)



**Finding (#02)**

Conditions	<p>We identified instances of non-compliance with District procedures for changing students' final semester course grades listed as conditions 2.1 through 2.7 below. Table 2 provides a summary of error rates by campus for each condition.</p> <p>2.1 There were 40 instances at seven (7) campuses in which the "High School Grade Change Form" was not located in students' CUMs. The District error rate was 31% (40 of 129).</p> <p>2.2 There were two (2) instances at one (1) campus wherein the "High School Grade Change Form" was not signed by a teacher. The District error rate was 2% (2 of 89).</p> <p>2.3 There were 16 instances at nine (9) campuses in which the course grade changes were not entered in TEAMS within the three day requirement after principal approval. The District error rate was 21% (16 of 77 applicable instances).</p> <p>2.4 There were 10 instances at three (3) campuses in which the registrar entered a revised grade change to a student's record in TEAMS prior to approval/signature of principal. The District error rate was 11% (10 of 88 applicable records).</p> <p>2.5 There were three (3) instances at three (3) campuses in which the registrars' signature was missing from the "High School Grade Change Form." The District error rate was 3% (3 of 89).</p> <p>2.6 There were 47 instances at 12 campuses in which the "High School Grade Change Form" UIL (University Interscholastic League) information was not consistently filled out with required UIL information status for the course. The District error rate of 53% (47 of 89).</p> <p>2.7 There were three (3) instances at three (3) campuses in which incorrect grades were entered into a student's course record in TEAMS. The District error rate was 3% (3 of 89).</p>
Effect and Risks	<ul style="list-style-type: none"><li>• There is no evidence of the required documentation demonstrating evaluation of students' grades which may result in inaccurate grades in TEAMS, on the students' transcript, and impact GPA (grade point average).</li><li>• Not entering the course grade change in the time limit defined by District procedure may result in inaccurate course grades in TEAMS and on students' transcript.</li><li>• A students' eligibility to participate may be inaccurate and possible noncompliance with UIL guidelines.</li><li>• There is a risk of non-compliance with TEC 28.092 Finality of Grade, which states a course grade issued by a classroom teacher is final and may not be changed.</li></ul>
Criteria	See Exhibit A criteria sources 1, 2, 4, and 6.



Recommendations	<p>Since two high schools had significant error rates (90% and 50% respectively) due to missing forms, we recommend the principals of these campuses and respective Area Superintendents provide the following:</p> <ol style="list-style-type: none"> <li>1. A written response explaining the root cause that led to the missing documentation in the CUMs, and</li> <li>2. An action plan to address the root cause of the errors and will provide assurance of future compliance with District procedures. Guidance Services and Student and Parent Services may be used as a resource to provide training and support to appropriate campus staff.</li> </ol>
Management's Action Plan	<p>In addition to activities listed in this section, please also refer to activities #5, #6, #7, #8, #9, #10, and #17 under Finding 01, Management's Action Plan.</p> <p><u>Activity #03 and #04:</u> "Principals of 2 campuses with high error rates will submit a written response that explains reasons for high error rates, to include a root cause analysis, and corrective action plan to ensure errors do not reoccur (corrective action plan must include monitoring procedures)."</p> <p><u>Person(s) Responsible:</u> Area Superintendent and Assistant Principal Guidance &amp; Instruction</p> <p><u>Implementation Date:</u> 5/1/2017</p> <p><u>Activity #12, 14, and 15:</u> Respective Principals will review "documentation for students identified in the audit and determine whether grades are correct in the TEAMS system and supporting documentation is filed in the AAR Cumulative Record."</p> <p><u>Person(s) Responsible:</u> Respective High School Principals; High School Assistant Principals Guidance and Instruction; High School Registrars</p> <p><u>Implementation Date:</u> 5/1/2017</p>

**Table 2: Course Grade Changes Finding 2- Conditions 2.1 -2. 7**

Campus	Condition 2.1 "High School Grade Change Form" Not in CUM	Condition 2.2 "High Schhol Grade Change Form" Not signed by teacher.	Condition 2.3 Entry of Course Grade Change Not Made in TEAMS Within Three Day Requirement	Condition 2.4 Registrar entered revised grade change Prior to Approval/ Signature of principal	Condition 2.5 Registrars' signature missing from "High School Grade Change Form."	Condition 2.6 "High School Grade Change Form" U L (University Interscholastic League) information was not consistently filled out	Condition 2.7 Incorrect grade entered into student's course record in TEAMS
Andress	90% (18 of 20)	0% (0 of 2)	0% (0 of 2)	0% (0 of 2)	50% (1 of 2)	100% (2 of 2)	0% (0 of 2)
Austin	33% (2 of 6)	0% (0 of 4)	25% (1 of 4)	0% (0 of 4)	0% (0 of 4)	50% (2 of 4)	25% (1 of 4)
Bowie	0% (0 of 10)	0% (0 of 10)	30% (3 of 10)	0% (0 of 10)	0% (0 of 10)	80% (8 of 10)	0% (0 of 10)
Burges	0% (0 of 6)	0% (0 of 6)	0% (0 of 6)	0% (0 of 6)	17% (1 of 6)	0% (0 of 6)	0% (0 of 6)
CCTA	50% (1 of 2)	0% (0 of 1)	100% (1 of 1)	0% (0 of 1)	0% (0 of 1)	100% (1 of 1)	0% (0 of 1)
Chapin	0% (0 of 11)	0% (0 of 11)	0% (0 of 11)	0% (0 of 11)	0% (0 of 11)	9% (1 of 11)	0% (0 of 11)
Coronado	50% (10 of 20)	0% (0 of 10)	100% (2 of 2)	80% (8 of 10)	0% (0 of 10)	100% (10 of 10)	0% (0 of 10)
Delta	0% (0 of 1)	0% (0 of 1)	0% (0 of 0)	100% (1 of 1)	0% (0 of 1)	100% (1 of 1)	0% (0 of 1)
El Paso	27% (3 of 11)	0% (0 of 8)	38% (3 of 8)	0% (0 of 8)	0% (0 of 8)	75% (6 of 8)	0% (0 of 8)
Franklin	33% (4 of 12)	25% (2 of 8)	14% (1 of 7)	13% (1 of 8)	0% (0 of 8)	38% (3 of 8)	13% (1 of 8)
Franklin 9TH GRD CTR	18% (2 of 11)	0% (0 of 9)	13% (1 of 8)	0% (0 of 8)	0% (0 of 9)	11% (1 of 9)	0% (0 of 9)
Irvin	0% (0 of 10)	0% (0 of 10)	30% (3 of 10)	0% (0 of 10)	10% (1 of 10)	60% (6 of 10)	10% (1 of 10)
Jefferson	0% (0 of 6)	0% (0 of 6)	17% (1 of 6)	0% (0 of 6)	0% (0 of 6)	100% (6 of 6)	0% (0 of 6)
Transmountain	0% (0 of 3)	0% (0 of 3)	0% (0 of 2)	0% (0 of 3)	0% (0 of 3)	0% (0 of 3)	0% (0 of 3)



## Exhibit A: Criteria


No	Criteria Source	Criteria Details
1	Texas Education Code 28.0214 Finality of Grade	<p>Sec. 28.0214. FINALITY OF GRADE. (a) An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the school district grading policy applicable to the grade, as determined by the board of trustees of the school district in which the teacher is employed.</p> <p>(b) A determination by a school district board of trustees under Subsection (a) is not subject to appeal. This subsection does not prohibit an appeal related to a student's eligibility to participate in extracurricular activities under Section <a href="#">33.081</a>.</p>
2	Texas Education Agency Minimum Standards for the Academic Achievement Record (AAR)	<p><b>1.9 Changing Data Entries</b></p> <p>AAR data entries that may change include address, class rank, etc. Such data should be maintained as accurately as possible at all times. All changes in the student record must be dated and explained, and this explanation must be kept as part of the student's permanent file. Please note that the TREx system can only include notes and attachments for transcripts sent to other high schools. Transcripts sent to institutions of higher education may not contain notes and attachments.</p> <p><b>1.10 Corrections</b></p> <p>(a) All corrections must be made clearly and carefully and must convey correct data. Each correction must be explained elsewhere on the AAR or in attached notes. Each correction must be supported by documentation showing what was originally recorded on the AAR, the correction(s) made, and the reason(s) for the correction(s). Please note that the TREx system can only include notes and attachments for transcripts sent to other high schools. Transcripts sent to institutions of higher education may not contain notes and attachments.</p> <p>(b) Data entered on the AAR must accurately reflect the student's actual course completion and performance and must reflect teachers' records and the student's IEP, when applicable (<a href="#">TAC §74.14(a)</a>). All completed high school courses, regardless of the amount of credit earned, must be entered on the AAR.</p>
3	District Policy EIE (Local): Academic Achievement, Retention, and Promotion	Curriculum Mastery - Promotion, grade-level advancement, and course credit shall be based on mastery of the curriculum and compliance with attendance requirements adopted by the Board. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services
4	District Policy EIA (Legal): Academic Achievement, Grading/Progress Reports to Parents	<p>Finality of Grade - An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the district grading policy applicable to the grade, as determined by the board.</p> <p>A determination by the board is not subject to appeal.</p> <p>This subsection does not prohibit an appeal related to a student's eligibility to participate in extracurricular activities under Education Code 33.081.</p>



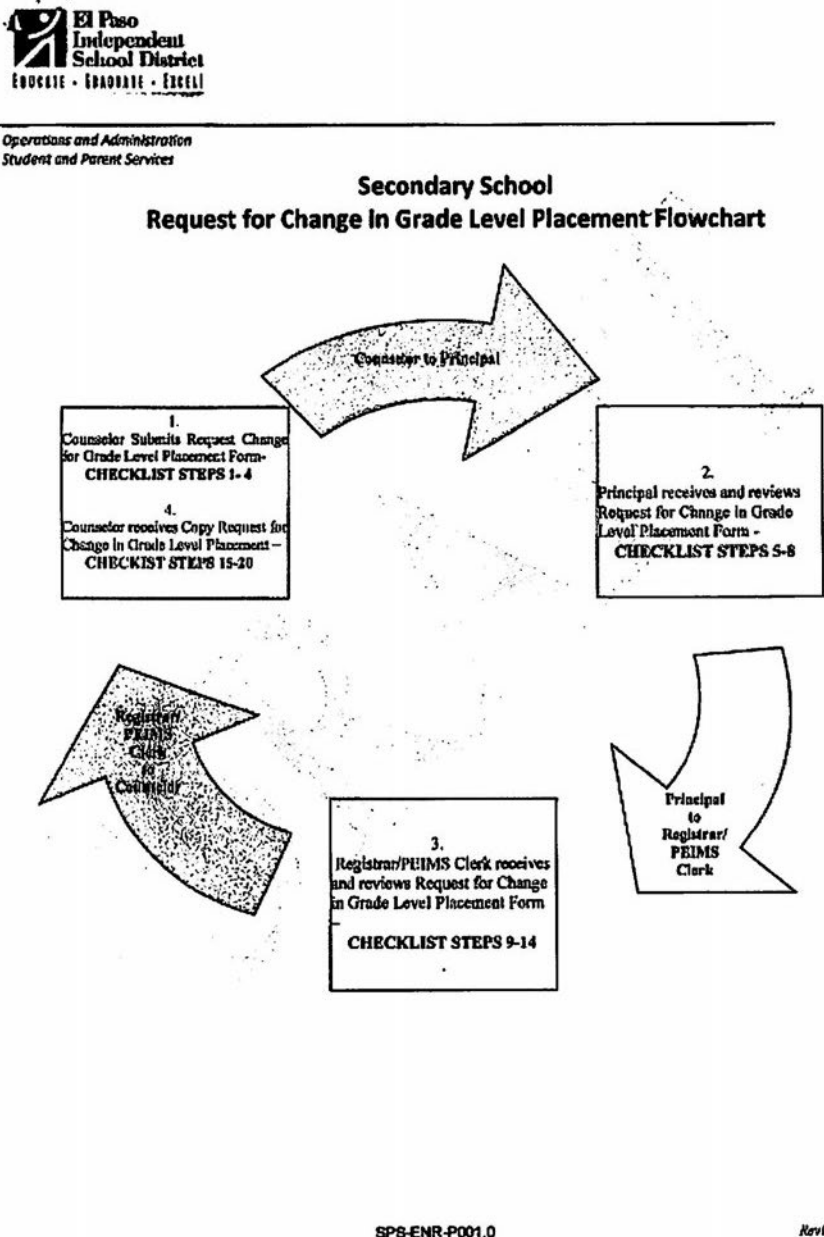



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5	Administrators' Reference Guide, Student and Parent Services, Grade Level Changes	<p>Provisional enrollment – A student may be provisionally admitted to the District schools if the student has begun the required immunization and continues to receive the necessary immunization as rapidly as is medically feasible. The school must ensure that the required immunizations are received on schedule. [TEC 38.001; 25 TAC 97.62, .63, .71, .74]</p> <p>Grade level changes Campuses must adhere to Board Policy EIE Local for any grade level changes. The completed grade -level change form must be provided to the Registrar/Elementary PEIMS Clerk and placed in the student's Academic Achievement Folder/cumulative record.</p> <p>3. Corrections – if an error needs to be corrected or a change made on the AAR/CUM folder, <u>do not use correction fluid</u>. Draw a line through the existing item and write the new information above it. Initial any changes. All corrections must clearly convey the correct data and be made cleanly and carefully. Documentation must be maintained in the AAR/CUM record to indicate the reason for the correction, do not erase data entered on the AAR/CUM record and attempt to reenter except for temporary pencil entries. Backup computer records and an explanation of the reason for the correction, including a description of what was recorded on the original label must accompany an overlaying of labels.</p> <p>End of school year A list of retained grade 5 and grade 8 students is to be sent to the feeder schools by the last working day in June.</p> <p>End of summer school The schools are to forward to the feeder schools a list of all students who passed summer school by the last week of July.</p> <p>Grade level changes During the school year, the counselor shall initiate the process by completing a grade level change request form. The principal will review the request and approve or deny the request based upon the guidelines listed in Board policy EIE Local. Upon receipt of the form, the registrar/PEIMS clerk (elementary) shall change the grade level by using the divide method. The change must be made within five days of receiving the grade level change form. The form must be placed inside the <u>CUM record</u>.</p> <p>If the grade level change pertains to the Elementary and Middle School levels, the Registrar/PEIMS Clerk Elementary will also indicate the divide on the AAR/Cum Record as well.</p> <p>End of the school year high school grade level changes The registrar shall run a credit listing after grades are posted to transcript history in June and at the end of summer school. The listing shall be provided to the counselor and the guidance and instruction assistant principal. Upon review of the student's cohort, the counselor, guidance and instruction assistant principal, and/or registrar will initiate a grade level change. If the grade level change occurs after the new year roll, a grade level form shall be initiated by the counselor.</p> <p><b>Appendix A - STANDARD OPERATING PROCEDURES FOR PROCESSING RECORDS</b> – See Appendix A;  <b>Appendix B - STANDARD OPERATING PROCEDURES FOR PROCESSING GRADE CHANGES</b> - See Appendix B;  <b>Appendix C - HIGH SCHOOL COURSE GRADE FORM – MIDDLE SCHOOL GRADE CHANGE FORM – ELEMENTARY GRADE CHANGE FORM</b> – See Appendix C</p> <p>Policy References: GBA, EIA (LOCAL)</p>



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5	Administrators' Reference Guide, Student and Parent Services, Grade Level Changes (continued)	<p style="text-align: center;"><b>EXHIBIT I</b></p> <div style="text-align: center;">  <p><b>El Paso Independent School District</b> EDUCATE • GRADUATE • EXCEL!</p> </div> <p style="text-align: center;"><b>Request for Change in Grade Level Placement for High School</b></p> <p style="text-align: center;"><b>Please Note: This form is to be used beginning on the first day</b></p> <p>School _____</p> <p>Student _____ Student ID # _____</p> <p>Date of Birth _____ Current Grade Level _____</p> <p>Request to place student in the _____ grade at _____ School.</p> <p>The student meets the criteria for promotion according to Board Policy BIE (Local) and according to Administrator's Reference Guide.</p> <p><b>Information:</b></p> <p>Number of Credits Earned To Date _____</p> <p>First Year Enrolled in High School _____</p> <p>Number Years Retained in High School _____</p> <p><b>Special Education</b> _____ (If a change in instructional arrangement is involved, ARD action is required.)</p> <p><b>Reason for placement:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>Records Enclosed: [* REQUIRED Documents – (Other documents submitted as applicable)]</b> Check All Applicable</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <table border="1"> <tr><td><input type="checkbox"/></td><td>Copy of Transcript*</td></tr> <tr><td><input type="checkbox"/></td><td>Copy of Standardized Testing Report*</td></tr> <tr><td><input type="checkbox"/></td><td>Copy of Audit Card* (to include information on CIBI, Odyssey, Distance Learning, and Night school)</td></tr> <tr><td><input type="checkbox"/></td><td>Attendance Review Documentation Form</td></tr> <tr><td><input type="checkbox"/></td><td>ARD Recommendation</td></tr> <tr><td><input type="checkbox"/></td><td>Summer Grades</td></tr> </table> </td> <td style="width: 50%; vertical-align: top;"> <table border="1"> <tr><td><input type="checkbox"/></td><td>Three Graduation Letter</td></tr> <tr><td><input type="checkbox"/></td><td>Records from Previous School</td></tr> <tr><td><input type="checkbox"/></td><td>LHP Profile (New Bilingual/LANAP/LLLT Student)</td></tr> <tr><td><input type="checkbox"/></td><td>Progress Reports</td></tr> <tr><td><input type="checkbox"/></td><td>Copy of most Recent Report Card</td></tr> </table> </td> </tr> </table> <p style="text-align: right;">Counselor's Signature _____ Date _____</p> <p><input type="checkbox"/> Approved <input type="checkbox"/> Denied – Reason: _____</p> <p style="text-align: right;">Principal's Signature _____ Date _____</p> <p><b>Registrar:</b></p> <p>Date Received: _____ Date Processed in TEAMS: _____</p> <p>Date Placed in Cumulative Folder: _____ Date Returned to Counselor: _____</p> <p style="text-align: right;">Registrar's Signature _____ Date _____</p> <p>Original: Registrar – (place in Cumulative Folder within 5 days); Copy Counselor</p> <p style="text-align: right;">Revised: 10/20/14</p> <p style="text-align: center;">SPS-ENR-F005.1</p>	<table border="1"> <tr><td><input type="checkbox"/></td><td>Copy of Transcript*</td></tr> <tr><td><input type="checkbox"/></td><td>Copy of Standardized Testing Report*</td></tr> <tr><td><input type="checkbox"/></td><td>Copy of Audit Card* (to include information on CIBI, Odyssey, Distance Learning, and Night school)</td></tr> <tr><td><input type="checkbox"/></td><td>Attendance Review Documentation Form</td></tr> <tr><td><input type="checkbox"/></td><td>ARD Recommendation</td></tr> <tr><td><input type="checkbox"/></td><td>Summer Grades</td></tr> </table>	<input type="checkbox"/>	Copy of Transcript*	<input type="checkbox"/>	Copy of Standardized Testing Report*	<input type="checkbox"/>	Copy of Audit Card* (to include information on CIBI, Odyssey, Distance Learning, and Night school)	<input type="checkbox"/>	Attendance Review Documentation Form	<input type="checkbox"/>	ARD Recommendation	<input type="checkbox"/>	Summer Grades	<table border="1"> <tr><td><input type="checkbox"/></td><td>Three Graduation Letter</td></tr> <tr><td><input type="checkbox"/></td><td>Records from Previous School</td></tr> <tr><td><input type="checkbox"/></td><td>LHP Profile (New Bilingual/LANAP/LLLT Student)</td></tr> <tr><td><input type="checkbox"/></td><td>Progress Reports</td></tr> <tr><td><input type="checkbox"/></td><td>Copy of most Recent Report Card</td></tr> </table>	<input type="checkbox"/>	Three Graduation Letter	<input type="checkbox"/>	Records from Previous School	<input type="checkbox"/>	LHP Profile (New Bilingual/LANAP/LLLT Student)	<input type="checkbox"/>	Progress Reports	<input type="checkbox"/>	Copy of most Recent Report Card
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5	Administrators' Reference Guide, Student and Parent Services, Grade Level Changes (continued)	<p style="text-align: center;"><b>EXHIBIT K</b></p>  <p style="text-align: center;"><b>Secondary School Request for Change In Grade Level Placement Flowchart</b></p> <p style="text-align: center;">1. Counselor Submits Request Change for Grade Level Placement Form - <b>CHECKLIST STEPS 1-4</b></p> <p style="text-align: center;">2. Principal receives and reviews Request for Change in Grade Level Placement Form - <b>CHECKLIST STEPS 5-8</b></p> <p style="text-align: center;">3. Registrar/PEIMS Clerk receives and reviews Request for Change in Grade Level Placement Form - <b>CHECKLIST STEPS 9-14</b></p> <p style="text-align: center;">4. Counselor receives Copy Request for Change in Grade Level Placement - <b>CHECKLIST STEPS 15-20</b></p> <p style="text-align: center;">Counselor to Principal</p> <p style="text-align: center;">Principal to Registrar/PEIMS Clerk</p> <p style="text-align: center;">Registrar/PEIMS Clerk to Counselor</p> <p style="text-align: center;">SPS-ENR-P001.0</p> <p style="text-align: right;">Revised: 9/09/14</p>

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5	Administrators' Reference Guide, Student and Parent Services, Grade Level Changes (continued)	<p style="text-align: center;"><b>EXHIBIT L</b></p> <div style="text-align: center;">  <p><b>El Paso Independent School District</b> EDUCATE • GRADUATE • EXCEL</p> </div> <hr/> <p><i>Operations and Administration Student and Parent Services</i></p> <p style="text-align: center;"><b>SECONDARY SCHOOL</b></p> <p style="text-align: center;"><b>Request for Change in Grade Level Placement Checklist</b></p> <p>Student Name _____ School _____</p> <p><b>Counselor:</b></p> <ol style="list-style-type: none"> <li>1. ___ Date of Completion of Request for Change in Grade Level Placement Form: ___/___/___</li> <li>2. ___ Required Documents:             <ul style="list-style-type: none"> <li>___ Copy of Standardized Testing Report (Elementary &amp; Secondary)</li> <li>___ Copy of Transcript (Secondary)</li> <li>___ Copy of Audit Card (Secondary)</li> </ul> </li> <li>3. ___ Date of Annotation of Request for Change in Grade Level Placement in CCRP Notes: ___/___/___</li> <li>4. ___ Date of Submission of Request for Change in Grade Level Placement to Principal: ___/___/___</li> </ol> <p><b>Principal:</b></p> <ol style="list-style-type: none"> <li>5. ___ Date of Receipt of Request for Change in Grade Level Placement from Counselor: ___/___/___</li> <li>6. ___ Date of Approval of Request for Change in Grade Level Placement: ___/___/___</li> <li style="text-align: center;">or</li> <li>7. ___ Date of Denial of Request for Change in Grade Level Placement: ___/___/___</li> <li>8. ___ Date of Submission of Request for Change in Grade Level Placement to Registrar/PEIMS Clerk: ___/___/___</li> </ol> <p><b>Registrar/PEIMS Clerk:</b></p> <ol style="list-style-type: none"> <li>9. ___ Date of Receipt of Request for Change in Grade Level Placement from Principal: ___/___/___</li> <li>10. ___ Date of Approved Request for Change in Grade Level Placement entered in TEAMS: ___/___/___</li> <li>11. ___ Date Approved Request for Change in Request for Change in Grade Level Placement Form placed in Student Cumulative Folder: ___/___/___</li> <li>12. ___ Date COPY of Approved Request for Change in Request for Change in Grade Level Placement submitted to Counselor: ___/___/___</li> <li style="text-align: center;">or</li> <li>13. ___ Date Denied Request for Change in Request for Change in Grade Level Placement Form placed in Student Cumulative Folder: ___/___/___</li> <li>14. ___ Date COPY of Denied Request for Change in Request for Change in Grade Level Placement submitted to Counselor: ___/___/___</li> </ol> <p><b>Counselor:</b></p> <ol style="list-style-type: none"> <li>15. ___ Date of Receipt of Finalized Request for Change in Grade Level Placement from Registrar/PEIMS Clerk: ___/___/___</li> <li>16. ___ Date of Annotation of Approved Request for Change in Grade Level Placement in CCRP Notes: ___/___/___</li> <li style="text-align: center;">or</li> <li>17. ___ Date of Annotation of Denied Request for Change in Grade Level Placement in CCRP Notes: ___/___/___</li> <li>18. ___ Date of Copy Request for Change in Grade Level Placement placed in Counselor Audit Binder: ___/___/___</li> <li>19. ___ Date of Student/Parent-Counselor Conference regarding Request for Change in Grade Level Placement Required Documents to provide student/parent ___ Copy of Updated Transcript (Secondary): ___/___/___</li> <li>20. ___ Date of Student/Parent-Counselor Conference entered in CCRP Notes: ___/___/___</li> </ol> <p style="text-align: center; font-size: small;">Original Copy of this form to be affixed in Request for Change in Grade Level Placement &amp; Copy submitted to Counselor SPS-ENR-F007.0 Revised: 9-9-14</p>





No	Criteria Source	Criteria Details
6	Administrators' Reference Guide, Student and Parent Services, Grade Changes	<p style="text-align: center;"><b>Appendix B</b></p> <p style="text-align: center;"><b>Standard Operating Procedures for Processing Grade Changes</b></p> <p><b>Please Note:</b> Campuses must use the EPISD Grade Change Form.</p> <p><b>Before Grades are Transcribed:</b></p> <ol style="list-style-type: none"> <li>1. The PEIMS Clerk must review the grade marks report for discrepancies and notify the teacher.</li> <li>2. The teacher of record obtains a grade change form to document the grade change from the PEIMS clerk.</li> <li>3. The teacher of record completes the form to include their reason for the grade change, and their signature/date.</li> <li>4. The teacher of record returns the form to the PEIMS clerk.</li> <li>5. The principal signs the form.</li> <li>6. PEIMS clerk enters the revised grade in the Student System.</li> <li>7. Teacher of record enters the revised grade into the course grade book.</li> </ol> <p><b>After Grades are Transcribed:</b></p> <ol style="list-style-type: none"> <li>1. The teacher of record obtains a grade change form to document the grade change from the registrar.</li> <li>2. The teacher of record completes the form to include their reason for the grade change, and their signature/date.</li> <li>3. The principal reviews and signs the form.</li> <li>4. The principal returns the form to the campus registrar/PEIMS clerk elementary.</li> <li>5. The campus registrar/PEIMS clerk elementary enters the revised grade into the Student System within three days.</li> <li>6. If a label is already printed, draw a line through the grade, write the new grade on the label and initial. The registrar/PEIMS clerk elementary files the <u>grade change</u> form in the AAR/cum.</li> </ol>

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6	Administrators' Reference Guide, Student and Parent Services, Grade Changes (continued)	<p style="text-align: center;"><b>EXHIBIT D</b></p> <div style="text-align: center;">  <p><b>HIGH SCHOOL GRADE CHANGE FORM</b></p> </div> <p>ID Number: _____ Student's Name: _____ Grade: _____</p> <p>Course No. &amp; Title : _____ Period : _____ Campus: _____</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Progress Report</th> <th>Current Grade</th> <th>New Grade</th> <th>Report Period</th> <th>Current Grade</th> <th>New Grade</th> </tr> </thead> <tbody> <tr> <td>PR1A</td> <td></td> <td></td> <td>1<sup>st</sup> 9 Weeks</td> <td></td> <td></td> </tr> <tr> <td>PR1B</td> <td></td> <td></td> <td>2<sup>nd</sup> 9 Weeks</td> <td></td> <td></td> </tr> <tr> <td>PR2A</td> <td></td> <td></td> <td>1<sup>st</sup> Semester Exam</td> <td></td> <td></td> </tr> <tr> <td>PR2B</td> <td></td> <td></td> <td>1<sup>st</sup> Semester Grade</td> <td></td> <td></td> </tr> <tr> <td>PR3A</td> <td></td> <td></td> <td>3<sup>rd</sup> 9 Weeks</td> <td></td> <td></td> </tr> <tr> <td>PR3B</td> <td></td> <td></td> <td>4<sup>th</sup> 9 Weeks</td> <td></td> <td></td> </tr> <tr> <td>PR4A</td> <td></td> <td></td> <td>2<sup>nd</sup> Semester Exam</td> <td></td> <td></td> </tr> <tr> <td>PR4B</td> <td></td> <td></td> <td>2<sup>nd</sup> Semester Grade</td> <td></td> <td></td> </tr> <tr> <td>PR4C</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Comments/Reason for Change: _____</p> <p>*UIL Eligible: Yes _____ No _____</p> <p>_____ Teacher's Signature &amp; Date</p> <p>_____ Principal's Signature &amp; Date</p> <p>_____ Date Posted in TEAMS:</p> <p>_____ Registrar's Signature</p> <p>Original: PEIMS Clerk (Prior to Posting) Registrar (After grades are posted for placement in AAR/Cum Record) Copy: Counselor (Final Grade Change) * To be completed by the Principal</p> <p>10/21/2014 SPS-TR-F006.0 Student and Parent Services</p>	Progress Report	Current Grade	New Grade	Report Period	Current Grade	New Grade	PR1A			1 <sup>st</sup> 9 Weeks			PR1B			2 <sup>nd</sup> 9 Weeks			PR2A			1 <sup>st</sup> Semester Exam			PR2B			1 <sup>st</sup> Semester Grade			PR3A			3 <sup>rd</sup> 9 Weeks			PR3B			4 <sup>th</sup> 9 Weeks			PR4A			2 <sup>nd</sup> Semester Exam			PR4B			2 <sup>nd</sup> Semester Grade			PR4C					
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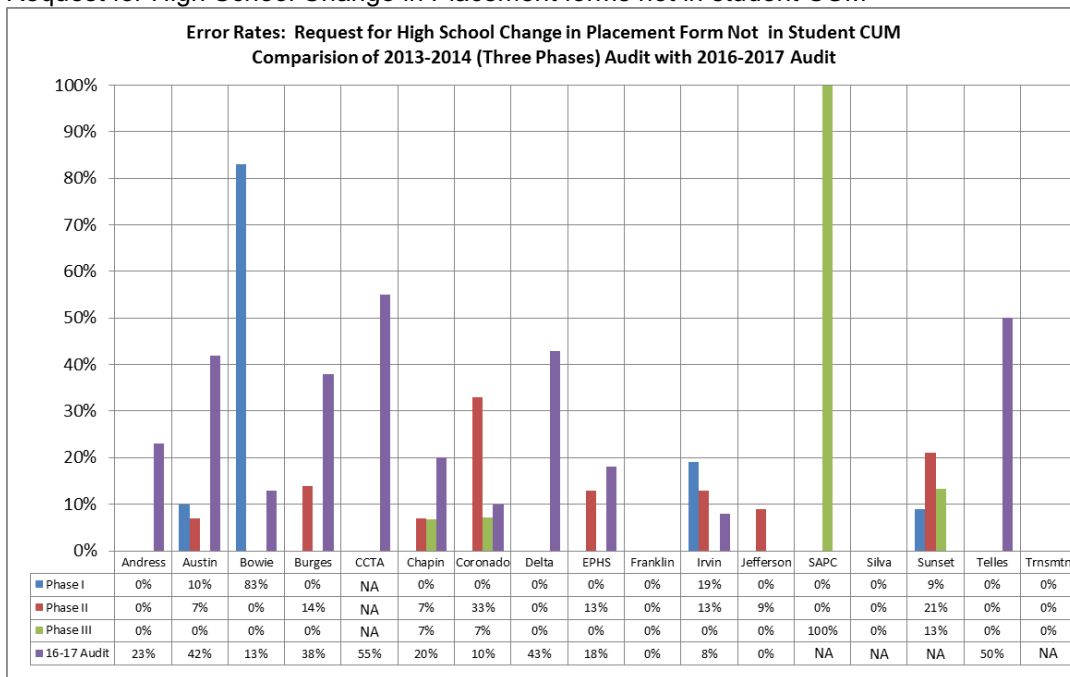


## Exhibit B: Comparison Between 2013-2014 (Three Phases) and 2016-2017 Audits

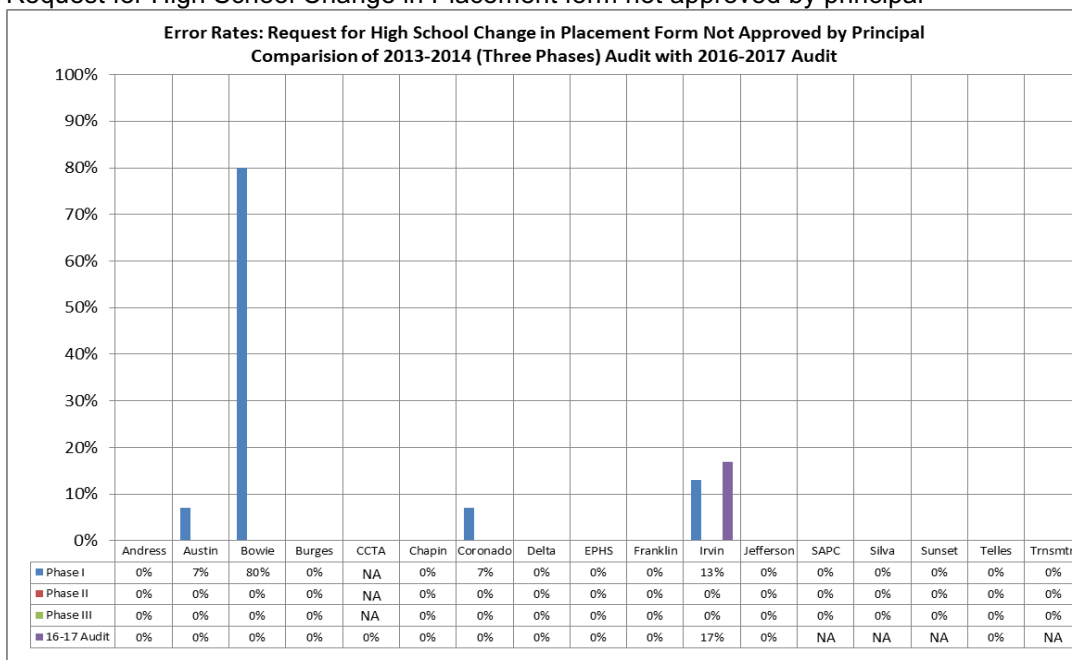
**Purpose:** To compare the error rates between 2013-2014 audit (three phases) with 2016-2017 audit for each area tested and identify trends.

### Grade-Level Changes Finding Trends:

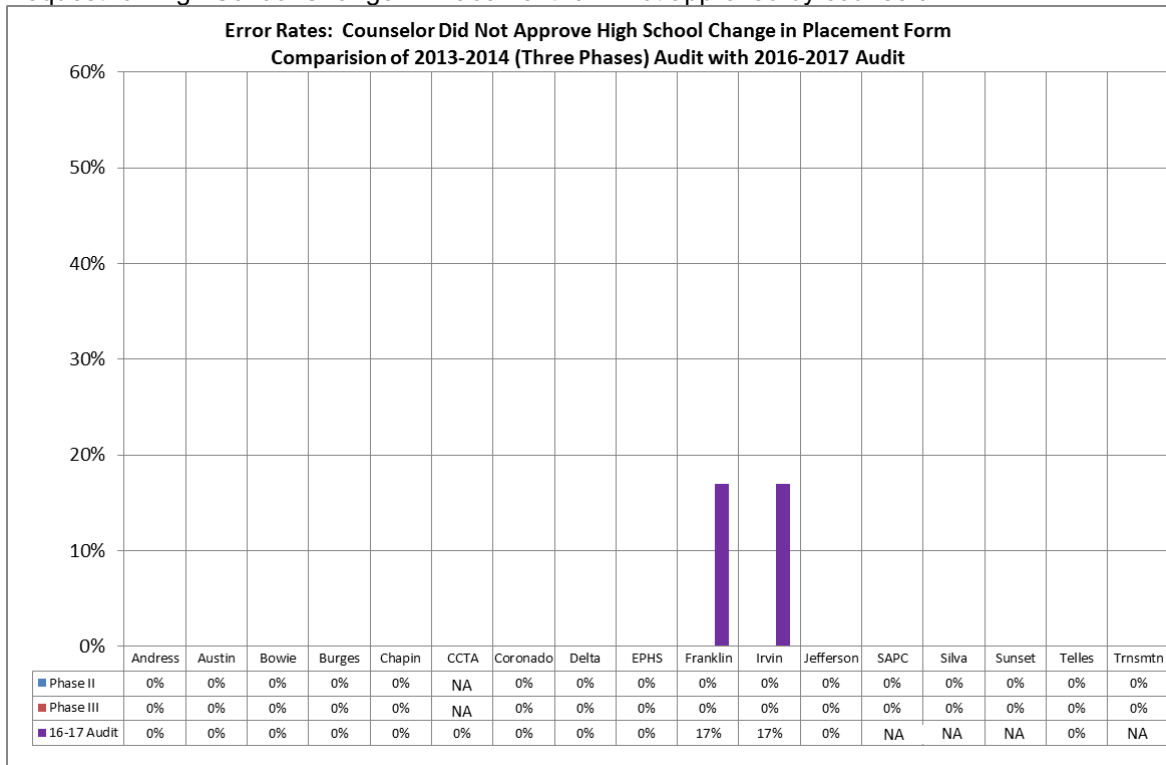
#### 1. Request for High School Change in Placement forms not in student CUM



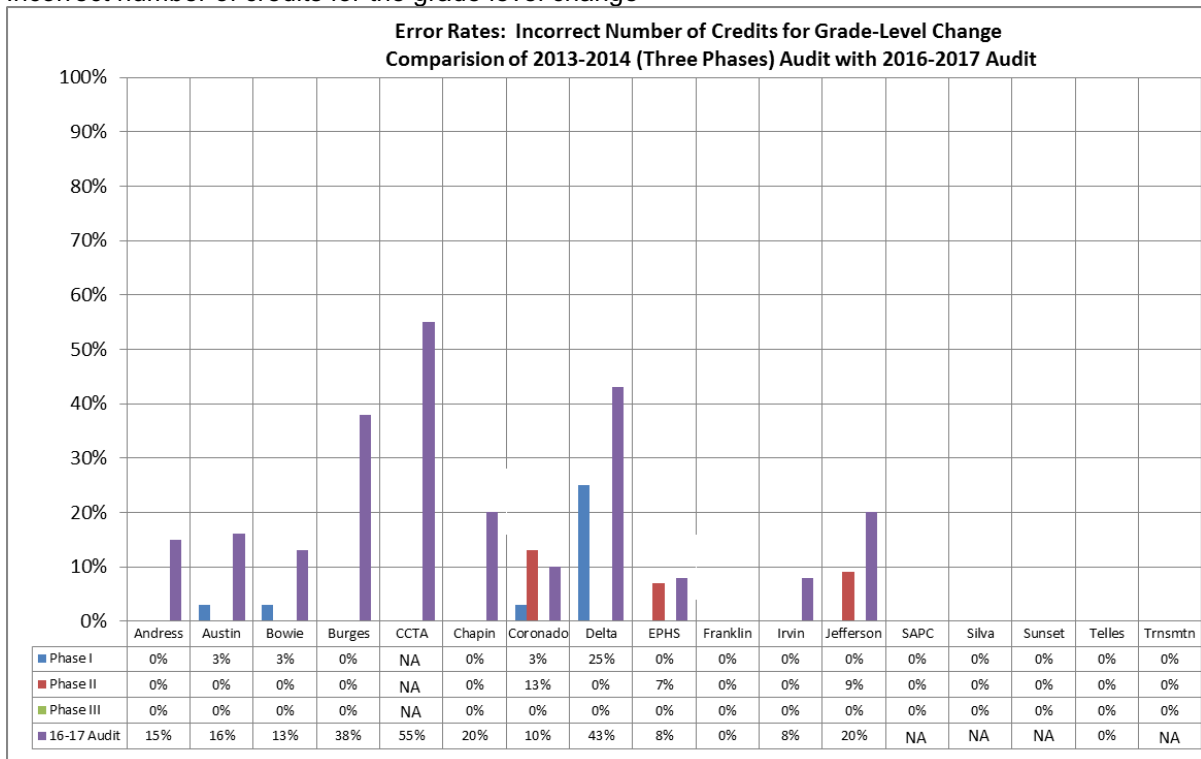
#### 2. Request for High School Change in Placement form not approved by principal



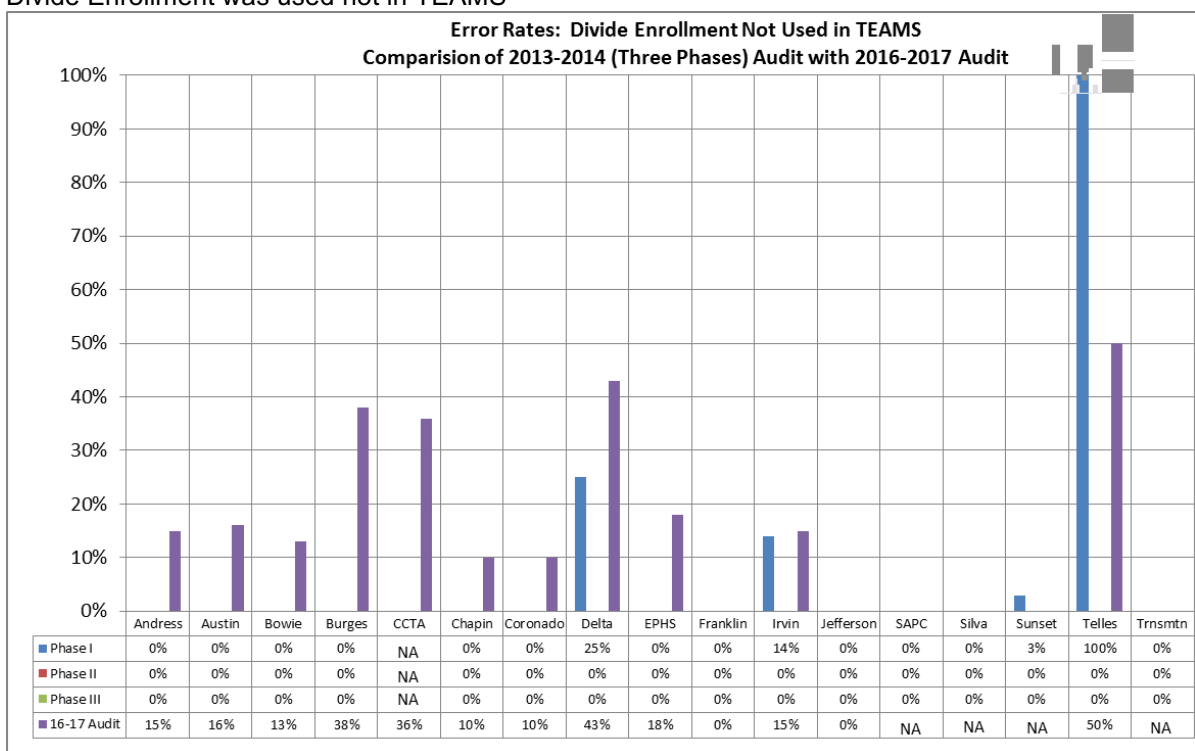
3. Request for High School Change in Placement form not approved by counselor



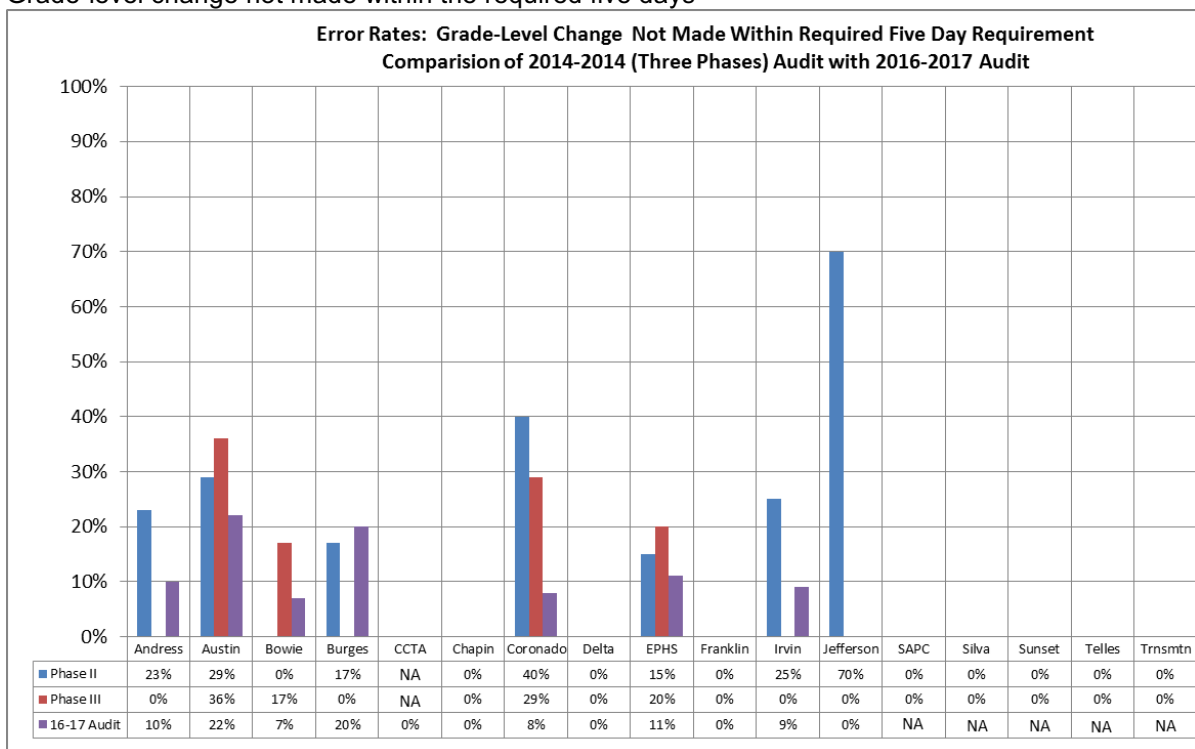
4. Incorrect number of credits for the grade level change



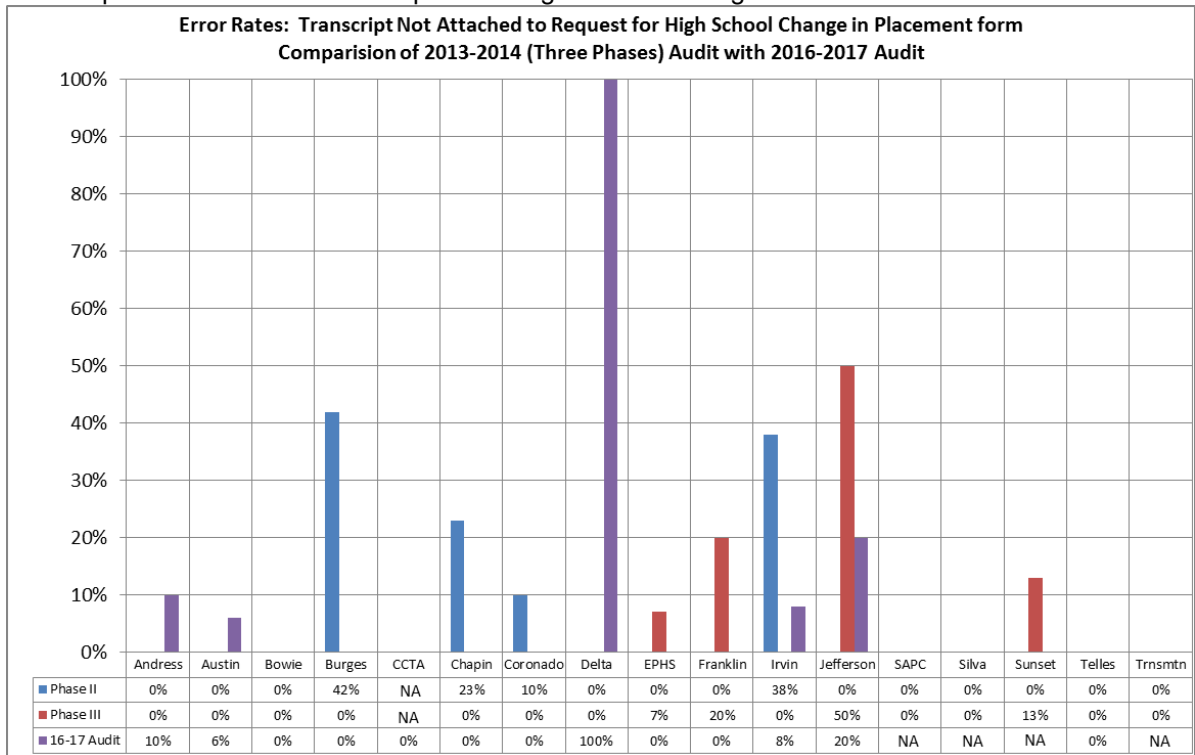
5. Divide Enrollment was used not in TEAMS



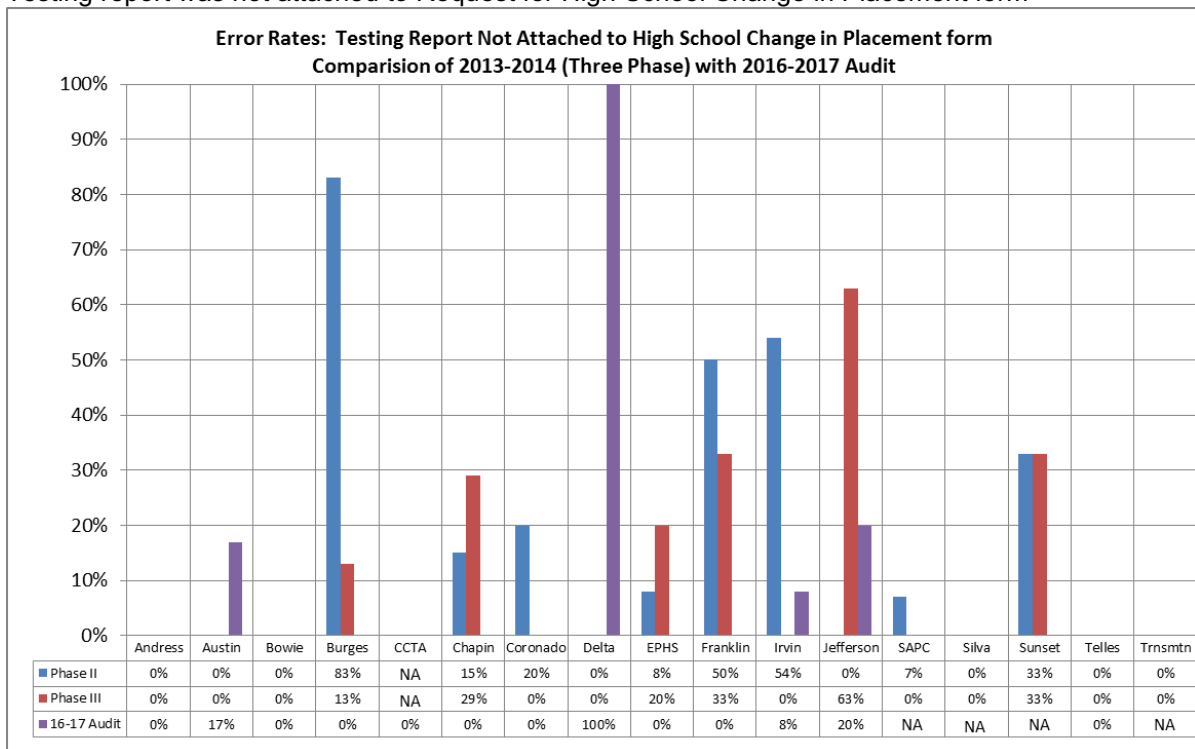
6. Grade-level change not made within the required five days



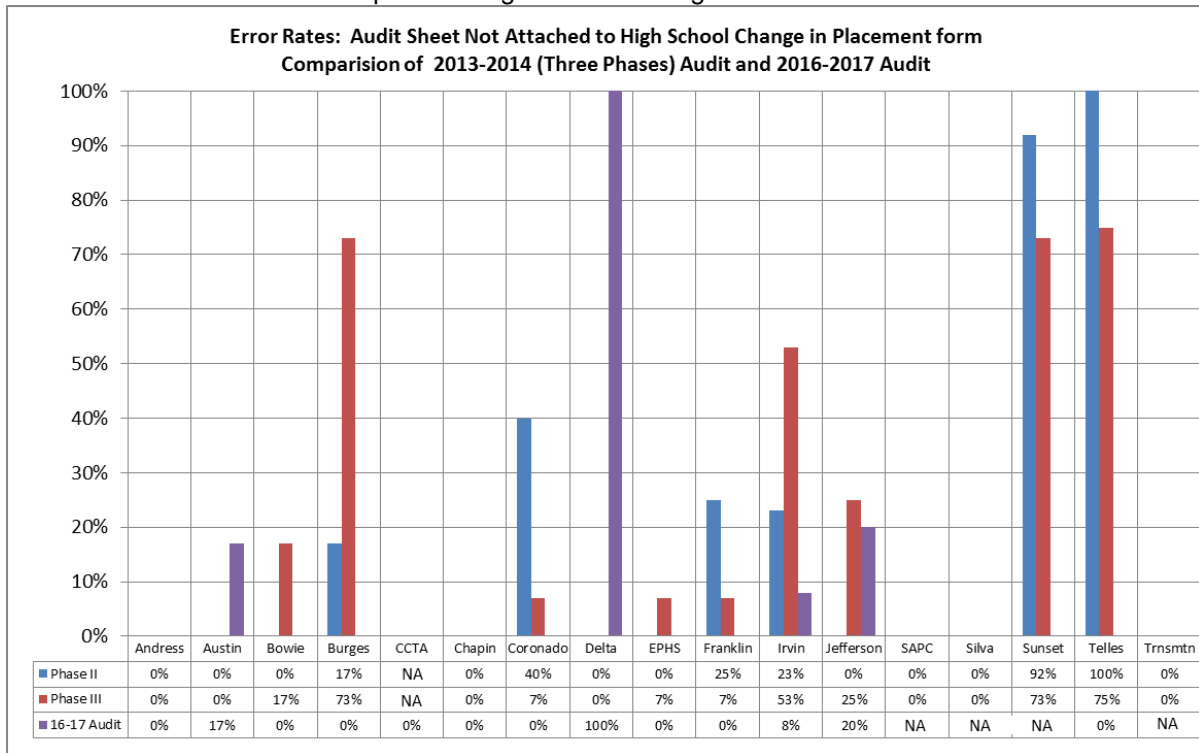
7. Transcript was not attached to Request for High School Change in Placement form



8. Testing report was not attached to Request for High School Change in Placement form

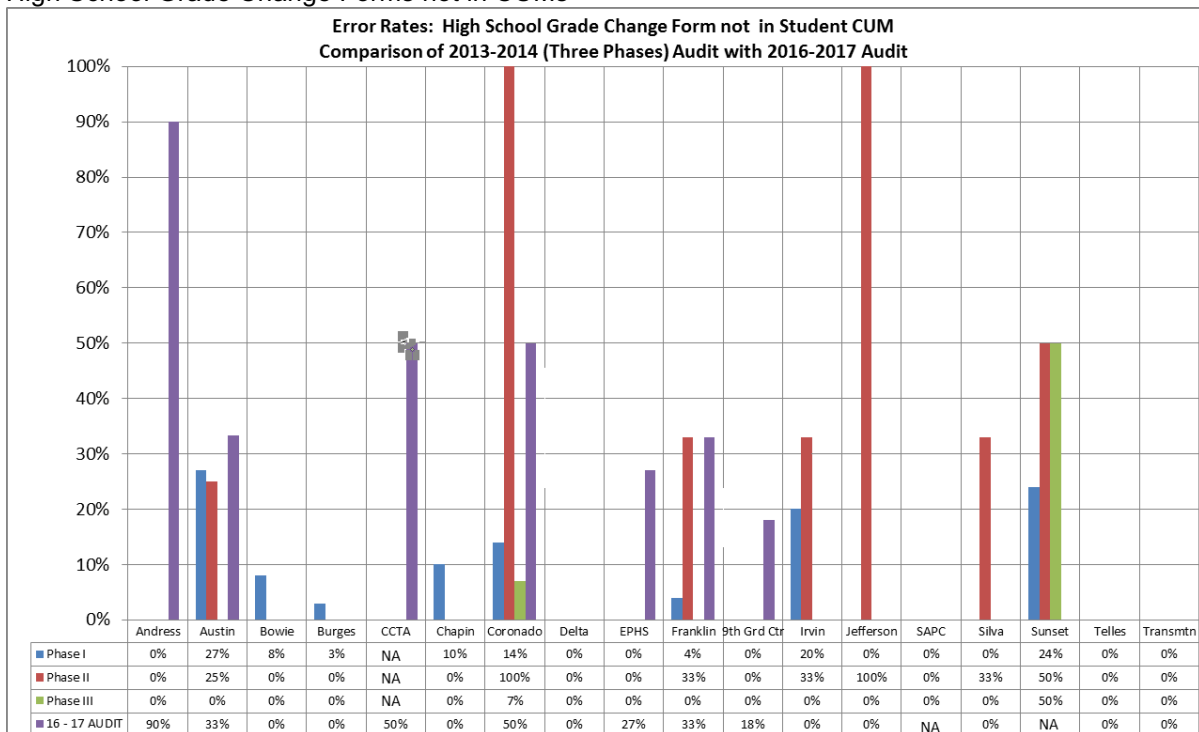


9. Audit sheet not attached to Request for High School Change in Placement form



**Course Grade Changes Finding Trends:**

10. High School Grade Change Forms not in CUMs



## 11. High School Grade Change Forms without teacher approval

