

**ADMINISTRATIVE POLICIES OF THE  
MILWAUKEE PUBLIC SCHOOLS**

---

***The following document contains additional revisions that were developed after the meeting of the Committee on Legislation, Rules and Policies. These newest revisions, which are highlighted in yellow, are not part of the Committee's recommendation and will be review by the Board at its meeting.***

**ADMINISTRATIVE POLICY 7.33  
GRADING SYSTEMS**

**(1) GENERAL PRINCIPLES**

(a) The fear and stigma of failure are often significant hindrances to the educational process. What a student has mastered, rather than what he/she was unable to master, is the important measure of a student's education. The school system, therefore, shall seek in its instructional program to make achievement both recognizable and possible for students, and it shall emphasize equity of opportunity and achievement in its instruction, as well as in its assessment and grading practices.

(b) Grading practices in the Milwaukee Public Schools are based on the following principles:

1. Performance levels indicate the degree to which a student has achieved grade- or course-level standards.
2. All schools shall continue to inform parents/guardian of record of their grading practices through such means as the parent handbook for the standard-based report card, course syllabi, flyers, conferences, and parent/guardian of record meetings.
3. Academic performance of students with disabilities in grades K3-8 who receive instruction based on the same grade-level academic standards as do their regular education peers shall be reflected in performance levels on their grade-level standards-based report card, achieved with accommodations as stated in their individualized education plans (IEPs).
  - a. Academic performance of students with significant disabilities in grades K3-8 who receive instruction based on the alternate grade-band academic standards shall be awarded performance levels on their alternate grade-band standards-based report card, as achieved with modifications as stated in their individualized education plans (IEPs).
  - b. In addition to receiving the traditional or standards-based report card, all students with disabilities shall receive progress reports based on the goals of their individualized education plans (IEPs), with the frequency stated by the student's IEP.
4. Standards-based report cards for grades K3-8 shall provide for both achievement and effort grades and definitions of the same and information regarding attendance and tardiness, as well as student behavior.
5. On high-school report cards, information on such matters as course difficulty (when it is an approved honors or advanced placement course, for example), mark-period and semester grade-point averages, ~~and cumulative units earned~~ will ~~all~~ be provided when possible.
6. All teachers must inform students at the beginning of a course of the grading practices for the course.

**7. Student transcripts, providing information on cumulative credits and grades, are available on the Parent / Student Portal any time.**

**(2) GRADE CHANGES — MIDDLE AND HIGH SCHOOLS**

Each middle and high school shall establish a procedure on grade changes within the following guidelines:

- (a) No grade may be changed by anyone other than the teacher who issued the grade, except under extraordinary circumstances.
- (b) Any transcript changes should be made through the school in which the original grade was issued.
  - 1. After student enrollment, credits for a high-school student transferring from another school district, state, or country shall be awarded by the counselor of the receiving school. The course name and number shall be entered directly into the official transcript. No other grades shall be manually posted to a student's transcript record. Teacher posting final grades to the student report card shall be the formal process for grade placement on the official transcript.
- (c) Students may repeat high-school courses that they have failed.
  - 1. If, upon repeating a course, a student receives a higher grade, the higher grade will be used for the cumulative grade-point average (GPA) in place of the failing grade.
  - 2. The record of the failed course will continue to be a part of the student's permanent transcript, but the failing grade will no longer factor into the cumulative GPA. High-school students may elect to retake a course previously failed (U), or almost failed (D). The most recent attempt at the course shall appear on the official transcript and shall be calculated into the cumulative GPA, thereby replacing the former grade.

**(3) RECORD MAINTENANCE — ALL SCHOOLS**

The following documents should be retained within the respective school ~~for a minimum of five years: teachers' grade books shall be retained one year; report card copies and interim progress reports shall be retained permanently. Only those documents that are not present in electronic format must be kept in hard copy for the five-year period.~~

<b>History:</b>	Codified 1976; revised 1984, 8-28-85, 3-26-86, 8-31-94, 2-22-95, 3-29-12, 7-30-13		
<b>Previous Coding:</b>	Admin. Policy IKA, prior to May 1995; Admin. Policy 9.33, May 1995-August 1996		
<b>Cross Ref.:</b>	Admin. Policy	7.07	Physical Education
		7.34	Final Examinations
		7.37	Graduation Requirements
	Admin. Proc.	7.33	Grading Systems

— ♦ —