

**SBISD EXPECTATIONS FOR THE GRADING AND REPORTING OF STUDENT PROGRESS  
Employee Acknowledgement Form**

SBISD Board Policy EIA (LOCAL)<sup>1</sup> mandates that the Superintendent or designee ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. EIA (LOCAL) further requires that such guidelines make certain that grading reflects student achievement and that a sufficient number of grades are taken to support the grade average assigned. Equally important, this policy also requires that guidelines for grading are to be clearly communicated to students and parents.

The SBISD Expectations for the Grading and Reporting of Student Progress are written to provide direction and equity in the manner in which student academic performance is evaluated and communicated. The information and policies described in the Grading Expectations are necessarily subject to change, and I acknowledge that revisions may occur. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing guidelines. Only the Superintendent or the Superintendent's designee has the ability to adopt any revisions to the information in the Grading Expectations.

I understand that I should consult with my principal/department head regarding any questions I may have regarding the Grading Expectations. I further understand that it is my professional responsibility to read and comply with the policies and guidelines contained in the SBISD Expectations for the Grading and Reporting of Student Progress (and any revisions made to it throughout the academic year).

*Please sign and give this form to your building principal or department head.*

---

Employee's Signature

Date

---

Employee's Name (Typed or Printed)

Social Security Number

**This acknowledgment form will be kept by the building principal or department head.**

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<sup>1</sup> [http://www.tasb.org/policy/pol/private/101920/pol.cfm?DisplayPage=EIA\(LOCAL\).html&QueryText=GRADING](http://www.tasb.org/policy/pol/private/101920/pol.cfm?DisplayPage=EIA(LOCAL).html&QueryText=GRADING)

Spring Branch ISD  
101920

ACADEMIC ACHIEVEMENT:  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(LOCAL)

**PHILOSOPHY** The principal purpose of the grading and reporting of student progress is to engage educators, students, and parents in the process of increasing student achievement. Parents shall be provided any relevant information concerning their child that will enhance their understanding of the child's ability, effort, success, or progress in the school program.

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

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

**GUIDELINES FOR GRADING** The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

**RETESTING** In accordance with grading guidelines, a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

The principal at each campus shall work with faculty to establish policies that address retesting and the grading of retested material. These policies shall align with District standards and be consistent within grade levels and/or departments. The specifics of these policies shall be clearly communicated to parents and students.

**ELEMENTARY SCHOOLS** In elementary schools, grades shall reflect academic progress and achievement and shall not be based on nor adjusted for nonacademic criteria, such as discipline, attendance, or tardies except as provided by state law. If nonacademic assessment is to be documented, it shall be documented separately on all reports to parents [see **FEC** and the *Student Code of Conduct*].

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EIA (LOCAL)-X

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Spring Branch ISD  
101920

ACADEMIC ACHIEVEMENT:  
GRADING/PROGRESS REPORTS TO PARENTS

**EIA  
(LOCAL)**

SECONDARY SCHOOLS	In secondary schools, grades shall reflect academic achievement and shall not be based on nor adjusted for nonacademic criteria, such as discipline, attendance, tardies, or participation in extracurricular activities, except as provided by state law and set out in local policy [see <b>FEC</b> and the <i>Student Code of Conduct</i> ].
PROGRESS REPORTING / REPORT CARDS	Grade reports shall be issued every six or nine weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in <b>EIE</b> .
INTERIM REPORTS / PROGRESS REPORTS	Interim progress reports shall be issued for all students after the third week of each grading period. Each teacher of students in kindergarten through grade 12 who has a student who is failing, near failing, or who has had a significant drop in grades (two or more letter grades) at the midpoint of the grading period shall notify the student's parents by sending an unsatisfactory grade notice. Notice of a student's consistent unsatisfactory performance shall be issued in accordance with law. Supplemental progress reports may be issued at the teacher's discretion.
CONFERENCES	In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.
ACADEMIC DISHONESTY	Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the <i>Student Code of Conduct</i> . Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

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## I. General Information—All Grades PK-5

### Courses of Study/Advancement

The SBISD elementary program follows the Texas Essential Knowledge and Skills (TEKS) and PreK Guidelines approved by the State Board of Education. Students are required to demonstrate the knowledge and skills necessary to read, write, compute, problem solve, think critically, apply technology, and communicate across all subject areas.

### Confidentiality Statement Regarding Student Grades

Though teachers may choose to involve students and/or others in certain appropriate monitoring tasks (ex: checking to see if homework or classwork has been turned in), the responsibility for grading student classwork and homework is vested solely in the professional staff of the school.

### Confidentiality Statement Regarding Honor Roll

Schools may publish an honor roll list with a restriction. Under *FERPA (Family Educational Rights and Privacy Act)* “honors and rewards received in school” are considered “directory information” and may be public. The district, however, must give annual notice per **Policy FL (LEGAL)**. (This notice is included in all student enrollment packets.) The parent may request that any such directory information not be made public. Therefore, if a student makes the honor roll, a parent can request that the student’s name not be published.

### English Speakers of Other Languages (ESOL) Students

All expectations apply equally to second language learners; however, ***it is imperative to recognize critical processes and features of second language acquisition***, including cognitive, affective, and linguistic. It is also imperative to provide appropriate instruction to enable students to meet these expectations. The expectations apply to the second language learner ***at his/her level of proficiency in English***.

For Limited English Proficient students whose parents have waived the right to participate in Bilingual/ESOL or ESOL, the expectations are the same as for regular education students. The waived students will be graded according to regular education grading guidelines, not Bilingual/ESOL or ESOL grading guidelines.

### Special Education Students

Students receiving special education services are expected to follow the TEKS as the basis for their educational program. The Admission, Review and Dismissal Committee (ARD) may recommend changes in standard curricular expectations, content modifications, accommodations, and grading guidelines. These considerations are fully discussed in the Special Education section of this handbook.

## Spring Branch Curriculum

Spring Branch ISD curriculum includes both:

- A foundation curriculum
  - \* Language Arts
  - \* Social Studies
  - \* Mathematics
  - \* Personal and Social Development (prekindergarten)
  - \* Science
- An enrichment curriculum
  - \* Languages other than English (when possible)
  - \* Health Fitness
  - \* Art
  - \* Music

## Credit by Examination

Credit by Examination (CBE) are examinations for acceleration that thoroughly test the TEKS in grade levels 1-5.

These tests are for a grade level wherein the student has had *no prior* instruction. The purpose of CBE is to allow students to place out of a grade level in elementary school, beginning with first grade. Requests for kindergarten acceleration are directed to the Director for Early Childhood Education. There is no CBE for prekindergarten.

A student in grades 1-5 may be accelerated one grade if he or she meets the following requirements:

- The student scores 90% on a criterion-referenced test for the grade level he or she wants to skip in *each* of the following areas: language arts, mathematics, science, and social studies; **and**
- A school district representative recommends that the student be accelerated; **and**
- The student's parent or guardian gives written approval for the acceleration.

CBE testing for elementary students is conducted during the early and late summer for the upcoming school year. Go to the URL below for an application form and administration dates for grades 1–5. (See Exhibit page 15) <http://www.springbranchisd.com/instruc/assess/cbe/CBE-ElementaryApplication.pdf>

## Conferences

### Fall Conferences

Near the end of the first nine weeks, teachers of students in grades PK-5 will conference with the parents or guardians of each student. When scheduling conferences, allow an average of at least 20 minutes per conference in order to have time for parents to ask questions and not feel you are rushing. At this conference the following things should be discussed:

- Present the 1<sup>st</sup> nine week report card, or checklists for prekindergarten and kindergarten, and review it with the parents.
- Review the beginning of the year assessment data with the parent explaining if the student is on, above, or below grade level. (DRA and EDL)
- Explain goals you have for this student for the year. (Reference chart in assessment kits)

- Make recommendations for ways parents can help at home.
- Allow time for the parent to ask questions.

If the student is working below grade level you should address the following as well:

- Show the required reading selections for Mid-Year and End-of-Year DRA. Show a sample of what the student is able to read, the child's running record, and the grade level DRA. Use the chart for K-5 Benchmarks for Language Arts. (See Exhibit page 2 for lists of expected DRA levels and this chart.) Compare and note areas that are difficult for the child and that need development. Also show a reading sample at the child's current instructional level and note areas of strength that can be extended and serve as a foundation to improve other areas.
- Show the Language Arts TEKS for the grade. Show the student's portfolio, anecdotal records, information from checklists, and other pertinent information or work samples. Compare the student's work with the expectations of the TEKS.
- Show the mathematics TEKS. Compare the student's math portfolio or samples of the student's work to what is required.
- Relate student's work in science and/or social studies to key points in science investigations and social studies units. Discuss his/her participation in science investigations and social studies research and civic projects.

### **Student-led Conferences (optional)**

Some schools have elected to involve students in leading the parent conferences. These student-led conferences are an opportunity to empower children to take charge of their work, to be accountable, to communicate to parents in a new way, and to set learning goals.

Teachers who have implemented student-led conferences have carefully taught and worked with the children to help them reflect upon their accomplishments and to choose work samples that represent their progress over time. These products along with other records of achievement become the focus of the conference between parent and child.

It is important for students to have prepared an agenda for their conference. This agenda can be represented by symbols or pictures, which can be easily followed by an emergent reader. In addition, time should be set aside for the children to practice with peers or the teacher, so they will be ready to confer with their parents. Student-led conferences are reflective of a shift in thinking about the role of the teacher. Instead of being the dispenser of all information, teachers become facilitators in this context, putting students in charge of telling parents about their learning.

### **Spring Conferences**

Teachers are required to conference in the third nine weeks with parents of students in danger of failing or being retained. Please refer to page 38, "Procedure When Any Student At Any Grade Level Does Not Meet Grade Level Expectations and/or Is in Danger of Failing."

## II. Assessment and Evaluation—All Grades PK-5

### Lesson Plans

**Board Policy EH (LOCAL)** states:

Teachers shall be required to follow the District’s curriculum and to develop and follow written lesson plans for their teaching assignment.

### Grading

- Grades will be recorded in the SKYWARD electronic gradebook in grades 1-5.
- Gradebooks are subject to audit.
- Upon request, parents may see their child’s grades in a gradebook, checklists, anecdotal records, etc. (*Open Records Law*).
- “Gradebooks” for prekindergarten, kindergarten and first grade may consist of checklists, anecdotal records, or individual portfolios. These materials should be evaluated using the curriculum guidelines.
- Lesson plans serve as documentation of teaching the TEA Prekindergarten Curriculum Guidelines and are required as part of the Prekindergarten Expansion Grant.
- Students’ work may be evaluated for more than one subject area as appropriate.
- Indicate skill objective; accommodation [*Section 504*]; content modification [Special Education]; and accommodations (STAT) [*Section 504*, Special Education].
- Label and date each entry. Identify what is graded.
- Homework is not to count as an academic grade. (See Homework Expectations, pages 26-30)

### Suggested Practices for Prekindergarten and Kindergarten

Informal methods should be the primary form of documenting progress in early childhood programs to ensure that teaching and assessing are complementary and integrated. However, even with informal methods, teachers need to plan carefully so that assessment and documentation are comprehensive, objective, and accountable.

**The “Developing as Expected” range for young children is broad by design to acknowledge that children grow at different rates over time. The number of children who fall on either side of the “Developing as Expected” range will be relatively small. Assessment and evaluation instruments have been intentionally designed with this broad range in mind.**

Young children’s progress is appropriately assessed through methods such as the following:

**Observation:** Observation is the most important and comprehensive means of assessing and evaluating all behavior and learning in the classroom. By observing children thoughtfully, sensitively, and systematically within the natural setting of the classroom and reflecting on those observations, the teacher:

1. Learns about children;
2. Begins to identify each child’s unique interests, personality, learning style, strengths, differences, and learning needs;
3. Uses this information to plan experiences that best meet the needs of every student in the class.

Sometimes observation is the only way to assess and evaluate in the classroom. Children’s emotions and feelings, their interactions with one another, and traits such as curiosity and creativity are examples of things that can be assessed only through observation.

As an important assessment tool, such observation needs to be focused, articulated, recorded and reflected upon. To ensure that observation strategies are supportive of children’s learning, teachers should consider the following:

1. Make observation an integral part of the daily routine; observe and record observations regularly;
2. Observe the class in a holistic way to obtain a general sense of what is occurring;
3. Plan for focused observation of specific children; identify what you want to observe;
4. Before observing, let children know the purpose and explain what behaviors (and/or products) for which you are looking;
5. Observe in a variety of settings—on the playground, in the library, and during music as well as in the classroom;
6. Observe at different times of the day—during large group lessons, small group interaction, and independent work times;
7. Record the observed behavior as quickly as possible. If you use a rubric, attach it to the gradebook;
8. Watch, listen, and record in a way that does not interfere with the child’s learning;
9. Develop a system to be sure that you observe all of the children regularly;
10. Involve others in observing children if you have doubt about your perceptions or need a “second opinion;”
11. Plan individual conferences with the children in the class to share your observations and to listen to each child’s observations about him/herself;
12. Be sure that observations are
  - Systematic
  - Comprehensive
  - Made over a period of time
  - Reflective of both process and product

## **Evaluation for Prekindergarten and Kindergarten**

**Checklists:** The use of checklists allows teachers to see patterns emerging over time from the observations. Class checklists can be used to record student participation in various activities as well as to record what the children have learned. Teachers may develop their own marking codes that will be meaningful to them. Examples of codes which teachers have found useful are:

S – secure	+ can do this independently	U – usually
B – beginning	√ can do this with help	O – occasionally
N – not yet	– not doing this yet	W – working on

Information from these class checklists makes it easy to transfer information to the individual checklists for prekindergarten.

## First Grade Evaluation Codes

The evaluation codes defined below are guidelines for grading in all academic subject areas.

- E – Excellent**—indicates mastery of grade-level content above that normally expected of a student at the same instructional level. —*Advanced Development.*
- S – Satisfactory**—indicates mastery of grade-level content normally expected for the student’s instructional level. —*Developing as Expected.*
- N – Needs improvement**—student does not yet meet expectations for mastery of grade-level content in one or more areas. (The teacher **must** include a comment that best describes the area of concern.) —*More Development Needed.*
- U – Unsatisfactory**—indicates failure to perform at the expected instructional level. (The teacher **must** include a comment describing the area of concern.) —*More Development Needed; STAT required.*

The evaluation codes defined below are guidelines for grading conduct and work habits.

- E – Always** follows class rules, *never* disruptive in class, *always* tries their best and has a positive attitude in class, *always* on task
- S – Usually** follows class rules, *rarely* disruptive in class, *usually* tries their best and *usually* has a positive attitude in class, *usually* on task
- N – Rarely** follows class rules, *is* disruptive in class, *rarely* tries their best and *rarely* has a positive attitude in class, *rarely* on task
- U – Does not** follow class rules, *is* disruptive in class, *does not* try their best and *does not* have a positive attitude in class, *not* on task

See Exhibit page 6 for nine-week rubric for Language Arts.

## Grades 2-5 Evaluation Codes

Numerical grades are required in language arts, mathematics, social studies, and science for grades 2-5. All grades earned by a student should be recorded as the actual number grade or percentage the student answered correctly. A classroom teacher shall not be required to assign a minimum grade for an assignment, cumulative grade, or in the student’s permanent record without regard to the student’s quality of work. The average for the year is to be calculated with the grades on the report card.

Actual grades should reflect mastery of grade level content, not work habits. The evaluation codes defined below are guidelines for grading in all academic subject areas:

- 90–100 = Student demonstrates *consistent and independent* comprehension and application of subject matter.
- 80–89 = Student demonstrates *frequent* comprehension and application of subject matter.
- 75–79 = Student demonstrates *adequate* comprehension and application of subject matter.
- 70–74 = Student demonstrates *insufficient* comprehension and application of subject matter.
- 69 or below = Student demonstrates *little or no* comprehension and application of subject matter.

The evaluation codes defined below are guidelines for grading in all academic subject areas.

- E – Excellent**—student demonstrates mastery/understanding of grade-level content above that normally expected of a student at the same grade level.
- S – Satisfactory**—student demonstrates mastery/understanding of grade-level content normally expected for the student’s grade level.
- N – Needs improvement**—student does not yet demonstrate mastery/understanding of grade-level content in one or more areas. The teacher must describe the area(s) of concern.
- U – Unsatisfactory**—indicates failure to perform at the expected grade level. The teacher must describe the area(s) of concern.
- N/A – Not Applicable** at this time.

## Below Grade Level Recording and Reporting of Grades

When determining whether or not to use comment “**Below grade level**” on the report card if a student is working below grade level, consider the following criteria:

**General education students are held accountable for grade level TEKS.** With appropriately-differentiated instruction, most students will have no difficulty mastering grade level TEKS. However, some students may be unable to make a passing grade without accommodations and/or below grade level instructional material. When recording grades, be aware that students are accountable for on grade level TEKS, and policy requires that grades reflect that. At times teachers may take grades on work the student has done on below grade level material in order to accelerate progress. When completing report cards, if grades are based only on grade level work, **do not use Below grade level** comment. When any grades on below grade level work are averaged with on grade level work, use the **Below grade level** comment. (See Exhibit page 10)

Also consider the following:

1. The teacher may instruct the student using **material** that is not on grade level—different from what is used with the children that are working on grade level. For example, a first grade student who is below level may be working on the grade level TEKS strand of identifying similarities and differences using materials at a kindergarten instructional (readability) level. The key here is that the student is responsible for grade level TEKS but may be working on achieving the TEKS by working on below grade level material. In this case, the **Below grade level** comment would not be used.
2. If the student is making **Es** and **Ss** or **90s** and **80s** on work that is at a lower instructional level than grade level, then the work is not challenging enough to accelerate the student. The teacher should choose more difficult material (closer to grade level) realizing that the grades may temporarily drop, reflecting the increased difficulty. Parents should be advised of the reasons for this adjustment.
3. If a student is making low grades due to work habits or behavior but is capable of working on grade level, then the comment should not be used and the student should not be considered below grade level. The grades should be recorded as earned.
4. If a student is working below grade level, the teacher must consult the STAT facilitator to determine if a STAT is necessary.
5. If **Below grade level** is indicated on the report card, this means **the student is failing the subject on grade level standards** at that time and is eligible for programs for students in danger of failing.

## Reteaching and Reassessing

Reteaching should be an integral part of the regular classroom instruction whenever the teacher determines that the student has not accomplished mastery of the TEKS. Documentation that reteaching has occurred may consist of entries in the teacher's lesson plans and/or grade book. There must be documentation of at least one instance of reteaching when the teacher has determined that the student has not mastered the TEKS (documented in lesson plans and/or grade book).

The decision as to how to reassess skills that are retaught is the option of the classroom teacher. Reassessment methods include, but are not limited to:

observation	oral questioning
additional assignments	demonstration
reteaching in another unit	projects
class discussions/review	benchmark assessments
review questions on subsequent tests	retesting

If a majority of the students fail to demonstrate mastery of the TEKS tested, retesting should be utilized as the reassessment method.

Retesting generally applies to Language Arts, Mathematics, Social Studies and Science in grades 2-5. All teachers in a grade level **must** use the same method for determining how to use the original grade and the retest grade to establish a final grade. Further, the campus principal *may* elect to have all teachers on a campus use the same method. Retest grades should be coded in the grade book using the original grade/retest grade (example: 65/75). If a teacher decides to reassess mastery of TEKS by retesting, the following options for evaluating retest grades may be used:

- Averaging the original and retest grades with a retest grade no higher than 75
- Original grade lower than 70 required to retest
- Other methods as approved by the campus principal for unique situations
- Retesting and changing a failing grade to a higher grade (up to a 70) only applies to a test or a cumulative assessment. This does not apply to daily grades, project grades, or work packets.
- *A reminder:* All teachers in a grade level **must** use the same method for determining how to use the original grade and retest grade to establish a final grade.

## Observing Students' Daily Work

The teacher should observe student performance daily to ensure understanding. Learning occurs when students are actively engaged, are given choice, and helped to set their own educational goals based upon the TEKS for that grade level. Working with students to achieve these goals involves listening and watching children when they are at work. Future instruction should be based on observed behaviors.

When a student is not making progress, the teacher uses other strategies such as a different learning modality, multiple intelligences, peer tutors, or cooperative learning groups. When assessing the learning, the teacher should give students opportunities to demonstrate their learning through a variety of products and performances. All students should not be expected to respond in the same way at all times.

## **Documenting Student Progress in Language Arts, Mathematics, Science, and Social Studies**

Portfolios, anecdotal notes, and running records are required documentation for the ELA block. Checklists, rubrics, and ongoing assessments are additional ways to document student progress.

### **Grading Projects**

Major projects that are graded should be completed mostly in class under the direction of the classroom teacher and should reflect student work. Projects assigned as independent work that are completed mostly at home are to be counted as **homework**, which means the project may not be graded and count as a grade. If a project is completed mostly in class under the direction of the classroom teacher and will be graded, a rubric may be used to cover more than one discipline. For example, a social studies project could be recorded as a writing grade, spelling grade, technology grade, as well as a social studies grade.

### III. Grading Requirements

**To promote assessment and evaluation continuity in Prekindergarten, the following is REQUIRED:**

See Exhibit pages 7 and 12 for a listing of what is required as documentation in the blue Language Arts and green Mathematics permanent folders.

#### **District Assessments**

ESOL children in prekindergarten will be given the Pre-IPT to measure growth in English language.

All prekindergarten students will be given a pre- and post-assessment in language development, early literacy, and mathematics. (See prekindergarten curriculum guide.)

#### **Suggested Documentation**

**Portfolios:** A portfolio is a collection of a child's work throughout the year. A portfolio documents that the child is learning and developing by providing comprehensive and concrete evidence of what a child can do. It is important to remember that one sample of a particular kind of work will not show growth; therefore, samples of the same kind of work should be collected periodically over the whole year. Examples of items to include in portfolios are:

- Self and/or family portraits
- Name writing
- Copies of journal entries or other samples to show writing development
- Dictated stories or descriptions
- Drawings (may be labeled) illustrating content learned
- Photographs of projects such as a block construction, group mural, etc.
- Videotapes showing interactions with learning materials or peers
- Numeral writing
- Patterns created, copied, or extended

Portfolios are wonderful sources of information for parents. Portfolios illustrate graphically what children are able to do and how far they have come since the beginning of the year. Portfolios are helpful in completing other types of documentation. Information from portfolios can be used to assist in completing the Prekindergarten Literacy Development Checklist, the Prekindergarten Mathematics Concepts Checklist, or in completing the report card each nine weeks. There are no district requirements for items to be included in children's portfolios. Most schools develop campus requirements for portfolio collections.

**Conferences with the Child:** Children reveal what they feel, how they think, and what they know (as well as their misconceptions) through their talk. Conversations and conferences between teacher and child provide the teacher with a wealth of information about the child and his or her learning. There are several formats for conferences. Not all of them need to be between the teacher and an individual student. Small group conferences can also be effective as well as peer conferences. Conference logs are useful.

**Anecdotal Records:** Anecdotal Records are descriptive narratives, recorded after a behavior occurs. They have potential to offer the richest descriptions of children’s development because they are a flexible means of recording many observations over a period of time. Anecdotal records can and should focus on all aspects of a child’s development—the social emotional, aesthetic, and physical, as well as intellectual. Teachers need to develop their own methods of collecting and recording anecdotal data.

Some ways that teachers have found successful are:

- Index cards filed in a file box behind the child’s name
- Sheets of paper in a binder—one section for each child
- At a glance sheets—one space for each child using post-it notes
- Electronic records.

Sharing information from anecdotal records with parents is just one more way of giving them insight into their child’s learning. Anecdotal records can assist teachers in completing the report card and the required checklists.

**Class Records of Progress for Language and Literacy, and Mathematics:** (See Exhibit pages 4 & 5)  
The Class Records of Progress serve as an official document of skills and progress of each class. These records are to be turned in to building directors/principals at the end of each nine weeks and at the end of the year.

## **To promote assessment and evaluation continuity in Kindergarten, the following is REQUIRED:**

See Exhibit pages 7 and 12 for a listing of what is required as documentation in the blue Language Arts and green Mathematics permanent folders.

### **District Assessments**

Kindergarten documentation of grading requirements will be the Observation Survey, the DRA for text reading, and the district mathematics performance assessments. Records for ELLs should include the ARLA to document progress.

### **Suggested Documentation**

**Portfolios:** A portfolio is a collection of a child's work throughout the year. A portfolio documents that the child is learning and developing by providing comprehensive and concrete evidence of what a child can do. It is important to remember that one sample of a particular kind of work will not show growth; therefore, samples of the same kind of work should be collected periodically over the whole year.

Examples of items to include in portfolios are:

- Self and/or family portraits
- Name writing
- Copies of journal entries or other samples to show writing development
- Dictated stories or descriptions
- Drawings (may be labeled) illustrating content learned
- Photographs of projects such as a block construction, group mural, etc.
- Videotapes showing interactions with learning materials or peers
- Numeral writing
- Patterns created, copied, or extended

Portfolios are wonderful sources of information for parents. Portfolios illustrate graphically what children are able to do and how far they have come since the beginning of the year. Portfolios are helpful in completing other types of documentation. Information from portfolios can be used to assist in completing the report card each nine weeks. There are no district requirements for items to be included in children's portfolios. Most schools develop campus requirements for portfolio collections.

**Conferences with the Child:** Children reveal what they feel, how they think, and what they know (as well as their misconceptions) through their talk. Conversations and conferences between teacher and child provide the teacher with a wealth of information about the child and his or her learning. There are several formats for conferences. Not all of them need to be between the teacher and an individual student. Small group conferences can also be effective as well as peer conferences. Conference logs are useful.

**Anecdotal Records:** Anecdotal Records are descriptive narratives, recorded after a behavior occurs. They have potential to offer the richest descriptions of children's development because they are a flexible means of recording many observations over a period of time. Anecdotal records can and should focus on all aspects of a child's development—the social/emotional, aesthetic, and physical, as well as intellectual. Teachers need to develop their own methods of collecting and recording anecdotal data.

Some ways that teachers have found successful are:

- Index cards filed in a file box behind the child's name
- Sheets of paper in a binder—one section for each child
- At a glance sheets—one space for each child using post-it notes
- Electronic records

Sharing information from anecdotal records with parents is an excellent way to give them insight into their child's learning. Anecdotal records can assist the teachers in completing the report card.

## Language Arts Grade Reporting

SBISD requires that a diagnostic reading assessment be administered to each child three times each year. The results are posted in the District reading database. The DRA is used in the fall and spring, and an evaluation using leveled text is done mid-year. These assessments are for the purpose of placing students in instructional materials to be used during small-group reading instruction.

Student report card grades are based upon students' progress throughout the year as measured by their accuracy, fluency, and comprehension in leveled texts. While students' progress is measured in part by the levels on the reading standards chart, a reading level *in combination with other data* are used to "grade" students. On-going assessment is the partner of good teaching and should be a regular part of the instructional program. To determine students' formative and summative performance, teachers should use running records, informal reading inventories, and written and oral retellings following oral reading as ways to award grades and assess students' reading progress.

An assessment system includes different kinds of assessments—each is used to accomplish a different purpose. Three basic types of assessment exist. One type is *diagnostic assessment*. Diagnostic assessments are used to gain information and are frequently used to pre-assess students' strengths and needs. Diagnostic assessments may be used at the beginning of the school year or the beginning of a unit of study to guide teaching. For example, we may want more insight into what students already know and can apply. At other times, teachers may need information to pinpoint exactly where a student is having particular difficulty. We might use diagnostic assessments to gain insight into students' interests and attitudes about reading to increase motivation and student engagement. DRA/EDLs and running records are diagnostic assessments. Diagnostic assessments *should not* result in grades; rather, their purpose is to *guide* the instruction from which grades will be determined.

Another kind of assessment is *formative assessment*. Formative assessments should be frequent and used to provide in-process information for learners and to provide information to guide teaching decisions. Formative assessment tools might include teacher-created rubrics or checklists that serve as checkpoints and offer feedback about work in progress. Formative assessment provides continuous guidance to both students and teachers. Reports of formative assessments may appear on progress or report cards as appropriate.

Finally, *summative assessments* are end-of-learning assessments. They give students opportunities to demonstrate what they have learned over time—by the end of a unit of study or a set period of time. Summative assessments are useful for both students and teachers. They mark students' accomplishments and considered in the grades students receive on report cards.

**To promote assessment and evaluation continuity in grades 1-5, the following is REQUIRED** (see Exhibit page 13, Summary of Grading Requirements Chart):

**Grade 1—Grade Reporting—Language Arts (English and Spanish)** [see page 17 for additional language arts classroom grading requirements for students in bilingual/ESOL]

Language arts includes oral language, reading, written composition, spelling, and handwriting. Grades of **E, S, N, U, or N/A** are given in each of these areas. Each area is to be graded and recorded in the teacher's gradebook and on the student report card. For example, a young child may be able to express himself very well orally, but has difficulty putting his thoughts on paper. By giving separate grades, the teacher is able to show that the child has a particular strength in oral language, but may need to set goals for work in written composition. See Exhibit page 6 for nine-week rubrics for Language Arts.

See Exhibit page 7 for a listing of what is required as documentation in the blue Language Arts permanent folder.

Use the following formulas to calculate the Language Arts composite grade for the report card:

Reading grade (40%), Writing grade (40%), Spelling grade (10%), and Oral Language grade (10%)

**A** = average of Reading grades x .40

**B** = average of Writing grades x .40

**C** = average of Spelling grades x .10

**D** = average of Oral Language grades x .10

Language Arts composite grade = **A + B + C + D**

**Grade 1—Language Arts Classroom Requirements:** each student will have a **minimum** of **9** grades derived from an **average** of each of the following categories:

**At least 4 Reading grades**

- A**  
**40%**
- 1 oral reading assessment that includes comprehension (written or oral retellings or summaries), decoding / accuracy (oral reading with fewer than 5 errors per 100 words), and fluency (follow guidelines in the nine-week rubrics)
  - 1 reading assessment that assesses comprehension (written or oral retellings, summaries, or literacy responses)
  - 1 observation of comprehension that occurs during small- or large-group discussion (using a teacher-created rubric)
  - 1 grade that reflects a combination of multiple student responses “during or after reading” in their reading journal or via collection of students’ reading responses (using a teacher-created rubric)

*Note:* Teachers should refer to the list of cognitive strategies to assess comprehension. A sample rubric may be found on Exhibit page 8c. However, rubrics are created to assess instruction that has actually occurred. Thus, rubrics will be modified accordingly to ensure a match between instruction and assessment. (See Exhibit page 8 for a list of cognitive strategies.)

**At least 3 Writing grades**

- B**  
**40%**
- 1 prompted composition scored using a rubric\* *after* students have gone through the writing process (\*see Curriculum & Instruction Forethought for examples of appropriate rubrics)
  - 1 un-prompted, student-selected composition scored using a rubric *after* students have gone through the writing process (one of these *may* be a research report related to a content-area inquiry, a short story, or another genre the class is studying). A sample rubric may be found on Exhibit page 8d. However, rubrics are created to assess instruction that has actually occurred. Thus, rubrics will be modified accordingly to ensure a match between instruction and assessment.
  - 1 observation that occurs within the writing workshop. The purpose is to assess students’ developing understanding of the purposes, formats, and conventions of writing. The observation may occur during peer or teacher-led discussions.

\*Conventions should be assessed within the writing process not on isolated worksheets.

**1 Spelling grade**

- C**  
**10%**
- 1 grade that reflects a combination of spelling assessments and the transfer of spelling knowledge to written work. This grade may be an average of several grades taken from other spelling assessments.

### 1 Oral Language grade

- D** { • 1 grade that reflects students ability to communicate effectively after reading and/or writing  
**10%** { (using a teacher-created rubric)

### 1 Handwriting grade: E, S, N, or U

- 1 grade that reflects student’s progress in acquiring legible and fluent handwriting that includes correctly formed letters and spacing

## Grades 2-5—Grade Reporting—Language Arts (English and Spanish)

Language Arts will be reported as a composite grade that includes reading, writing and spelling, and oral language. Additionally, two individual grades, one for reading and another for writing (which includes spelling), will be reported separately. If a student is working below grade level, it must be noted by using the **Below grade level** comment on the report card (see page 7 and Exhibit page 10 for discussion re this comment). If a student’s average is below 75, the teacher **must** include comments that best explain and describe the student’s area(s) of difficulty.

See Exhibit page 7 for a listing of what is required as documentation in the blue Language Arts permanent folder.

Use the following formulas to calculate the Language Arts composite grade for the report card:

Reading grade (40%), Writing grade (40%), Spelling grade (10%), and Oral Language grade (10%)

**A** = average of Reading grades x .40

**B** = average of Writing grades x .40

**C** = average of Spelling grades x .10

**D** = average of Oral Language grades x .10

Language Arts composite grade = **A + B + C + D**

**Grades 2-5—Language Arts Classroom Requirements:** each student will have a minimum of **11** grades derived from an **average** of each of the following categories:

### 5 Reading grades (*average of these grades = A in formula above*)

- A** {  
**40%** {
- 1 oral reading assessment that includes comprehension (written retellings or summaries), decoding/ accuracy (oral reading with fewer than 5 errors per 100 words), and fluency (follow guidelines in the nine-week plans)
  - 2 reading assessments that assess comprehension (written retellings, summaries, literacy responses, or analyses)
  - 1 observation of comprehension that occurs during small- or large-group discussion (using a teacher-created rubric)
  - 1 grade that reflects a combination of multiple student responses “during or after” reading recorded in a journal or collection of students’ responses to reading (*Note: A teacher-created rubric may establish the quantity of entries and quality of entries expected. Such rubrics should be prepared before students begin the use of a journal so that clear expectations are established in advance.*)

*Note:* Teachers should refer to the list of cognitive strategies to assess comprehension. A sample rubric may be found on Exhibit page 8c. However, rubrics are created to assess instruction that has actually occurred. Thus, rubrics will be modified accordingly to ensure a match between instruction and assessment.

#### 4 Writing grades

- B**  
**40%**
- 1 on-demand (teacher assigned) composition scored using a rubric *after* students have gone through the writing process. (This *may* be a research report related to a content-area inquiry, a short story, or another genre the class is studying.)
  - 1 student-selected compositions scored using a rubric. (*Note:* Teachers should only evaluate the traits on which students have received instruction. Scoring of conventions will take into consideration that this is not a *final* draft.)
  - 1 observation that occurs within the writing workshop. The purpose is to assess students' developing understanding of the purposes, formats, and conventions of writing. The observation may occur during peer or teacher-led discussions.
  - 1 grade that reflects students' responses in a journal or a collection of students' written responses to learning. (*Note:* A teacher-created rubric may establish the quantity of entries and quality of entries expected. Such rubrics should be prepared before students begin the use of a journal so that clear expectations are established in advance.)

\*Conventions should be assessed within the writing process, not on isolated worksheets.

#### 1 Spelling grade

- C**  
**10%**
- 1 grade that reflects a combination of spelling assessments and the transfer of spelling knowledge to written work. This grade may be an average of several grades taken from other spelling assessments.

#### 1 Oral Language grade

- D**  
**10%**
- 1 grade that reflects student's ability to communicate effectively after reading and/or writing (using a teacher-created rubric)

#### 1 Handwriting grade: E, S, N, or U

- 1 grade that reflects student's progress in acquiring legible and fluent handwriting that includes correctly formed letters and spacing (see page 7 for descriptors of E/S/N/U)

### Grades 1–5—English for Speakers of Other Languages (ESOL) Grade (E/S/N/U) for Students in the Bilingual Program and Mainstream

**In addition to Language Arts grades, bilingual students and ESL students in mainstream classrooms** will also be given a grade for ESOL. The ESOL grade will be determined using the Anecdotal Record for Language Acquisition (ARLA) (see Exhibit page 25), the grading rubric (see Exhibit page 27), and teacher observation.

1. Determine student level of English language proficiency using the Anecdotal Record for Language Acquisition (ARLA) (see Exhibit page 25)
2. Use the Grading Rubric (see Exhibit page 27a for ESL students in bilingual classrooms or Exhibit page 27b for ESL students in mainstream classrooms) to determine grade (E/S/N/U)
3. Evaluate this grade in light teacher observations, student work samples, portfolios, etc.)
4. Record grade

Use Grading Rubric for ESL Grade to award ESL grade based on students' stage of language development and years in U.S. schools. (See Exhibit page 27a and page 27b)

<b>E – Excellent</b>	(90-100)
<b>S – Satisfactory</b>	(75-89)
<b>N – Needs improvement</b>	(70-74)
<b>U – Unsatisfactory</b>	(69 and below)

Refer to the following exhibits:

- Exhibit page 25a – “Anecdotal Record for Language Acquisition for Stages of Language Proficiency (ARLA)”
- Exhibit page 25h – “Assessing English Language Learners”
- Exhibit page 25i – “Grading ELLs Through the Content Areas”
- Exhibit page 27a – “ESL Grading Rubric for Bilingual Students”
- Exhibit page 27b – “ESL Grading Rubric for ESL Students in Mainstream Classes”
- Exhibit page 27c – “Grading Rubric for ESL Grade” (Prekindergarten and Kindergarten)

**Grading ELLs in the content areas—refer to the following exhibits:**

- Exhibit page 8e – “Grading ELL Students in the Beginner and Intermediate Levels” (Reading Comprehension Grading Rubric)
- Exhibit page 25h – “Assessing English Language Learners”
- Exhibit page 25i – “Grading ELLs Through the Content Areas”

## **Grade 1—Grade Reporting—Mathematics**

Each reporting period, grades of **E**, **S**, **N**, **U**, or **N/A** can be given and comments should be used in the comment section about the student's progress. District assessments should be reviewed before selecting comments.

See Exhibit page 12 for a listing of what is required as documentation in the green Mathematics permanent folder.

**Grade 1 Mathematics Classroom Requirements:** each student will have a **minimum** of **10** grades in the 1<sup>st</sup> nine weeks and **14** in each of the 2<sup>nd</sup> through 4<sup>th</sup> nine weeks. These grades are derived from an **average** of each of the following categories (A) Content, (B) Problem Solving, and (C) Math Facts.

- (A) Content: A minimum of 6 product grades on TEKS being taught.
- (B) Problem Solving: A minimum of 4 product grades that incorporate the use of the SBISD problem solving model.
- (C) Math Facts: A minimum of 4 product grades that reflect the student's ability to recall math facts (2<sup>nd</sup> through 4<sup>th</sup> nine weeks only).

Use the following formulas to calculate the Mathematics grade:

**1<sup>st</sup> nine weeks:**

**(A) Content (70%) and (B) Problem Solving (30%)**

$$A = \text{average of content grades} \times 0.7$$

$$B = \text{average of problem solving grades} \times 0.3$$

$$\text{Mathematics Grade} = A + B$$

**2<sup>nd</sup> through 4<sup>th</sup> nine weeks:**

**(A) Content (60%), (B) Problem Solving (30%), and (C) Math Facts (10%)**

$$A = \text{average of content grades} \times 0.6$$

$$B = \text{average of problem solving grades} \times 0.3$$

$$C = \text{average of math fact grades} \times 0.1$$

$$\text{Mathematics Grade} = A + B + C$$

$$* E = 90-100 \quad S = 75-89 \quad N = 70-74 \quad U = 69 \text{ or below}$$

### **Grades 2-5—Grade Reporting—Mathematics (English and Spanish)**

Each reporting period, grades are given and report card comments should be selected regarding the student's progress. District assessments should be reviewed before selecting appropriate comments.

See Exhibit page 12 for a listing of what is required as documentation in the green Mathematics permanent folder.

**Grades 2-5 Mathematics Classroom Requirements:** Each student will have a **minimum** of **14** grades each nine weeks. These grades are derived from an average of each of the following categories:

(A) Content, (B) Problem Solving, and (C) Math Facts.

(A) Content: A minimum of 6 product grades on TEKS being taught.

(B) Problem Solving: A minimum of 4 product grades that incorporate the use of the SBISD problem solving model.

(C) Math Facts: A minimum of 4 product grades that reflect the student's ability to recall math facts.

Use the following formulas to calculate the Mathematics grade:

**(A) Content (60%), (B) Problem Solving (30%), and (C) Math Facts (10%)**

$$A = \text{average of content grades} \times 0.6$$

$$B = \text{average of problem solving grades} \times 0.3$$

$$C = \text{average of math fact grades} \times 0.1$$

$$\text{Mathematics Grade} = A + B + C$$

### **Grades 1-5 ESOL Mathematics Classroom Grading Requirements**

Grades for students during the first 9 weeks in U.S. schools may be marked N/A, or grades can be issued when math computation is measurable if before 9 weeks. ESOL students must be issued grades after completing 9 weeks of school in the U.S.

## Grades 1–5—Grade Reporting—Science (English and Spanish)

Grades of **E**, **S**, **N**, **U** or **N/A** are given in kindergarten and first grade. See page 6 for E/S/N/U descriptors. Numerical grades are given in grades 2-5. Comments should reflect the student's progress in Science.

To calculate the Science grade for the report card, use the following formula:

Concepts (tests) = 40%      Observation = 20%      Project = 20%      Journal = 20%

Concepts average  $\times .4 = \mathbf{A}$       Observation average  $\times .2 = \mathbf{B}$       Project average  $\times .2 = \mathbf{C}$

Journal average  $\times .2 = \mathbf{D}$

$\mathbf{A} + \mathbf{B} + \mathbf{C} + \mathbf{D} =$  Science grade for the report card

**Grades 1-5—Science Classroom Requirements:** each student will have a minimum of **9** grades each 9 weeks. Comments should reflect the student's progress in Science.

- 5 grades reflecting understanding of TEKS objectives from the nine weeks units (tests)
- 2 observation grades reflecting science skills (observation checklist such as SBISD checklist, FOSS Kit checklist, etc.)
- 1 grade on product/project/presentation scored by rubric. One product in science could have multiple uses (i.e. spelling, writing, science concepts, etc.). Rubrics such as SBISD science rubric, FOSS Kit rubric, etc. can be used.
- 1 science journal grade (SBISD science journal rubric), to be an average of 3 three-week journal grades

## Grades 1–5—Grade Reporting—Social Studies (English and Spanish)

**Grades of E, S, N, U or N/A are given in kindergarten and first grade.** See page 6 for E/S/N/U descriptors. To calculate the Social Studies grade for the report card, use the following formula:

Concepts (tests) = 50%      Observation = 30%      Project = 20%

Concepts average  $\times .5 = \mathbf{A}$       Observation average  $\times .3 = \mathbf{B}$       Project average  $\times .2 = \mathbf{C}$

$\mathbf{A} + \mathbf{B} + \mathbf{C} =$  Social Studies grade for the report card

**Grades 1-5—Social Studies Classroom Requirements:** each student in grades 1-2 will have a minimum of **6** classroom grades each 9 weeks. Each student in grades 3-5 will have a minimum of **7** classroom grades each 9 weeks. Comments should reflect the student's progress in Social Studies.

- Grades 1-2: minimum of 3 grades reflecting key points/concepts of the units based on the TEKS (tests)
- Grades 3-5: minimum of 4-6 grades reflecting key points/concepts of the units based on the TEKS (tests)
- 2 observation grades reflecting social studies skills
- 1 grade on product/project/presentation scored by rubric. One product in social studies could have multiple uses (i.e. spelling, writing, social studies concepts, etc.)

## Grades 1-5 ESOL Science and Social Studies Grading Requirements

- Grades for students during the first 9 weeks in U.S. schools may be marked N/A, or grades can be issued when content is measurable if before 9 weeks. ESOL students must be issued grades after completing 9 weeks of school in the U.S.

(See Exhibit page 13 for a chart that provides summary of grading requirements grades 1-5)

## Technology

Technology is embedded throughout the Pre-K–12 curriculum and applied through problem- and project-based learning and other activities that integrate technology in the lesson. The use of technology in curricular lessons is mapped to state and national standards for student proficiency. SBISD students will graduate prepared with next generation student technology standards (NETS-S):

- **Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- **Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- **Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.
- **Critical Thinking, Problem Solving, and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- **Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- **Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations.

## Grades PK–5—Grade Reporting—ESOL (English and Spanish)

**Reporting of progress in acquiring English for students in a Bilingual/ESOL program and students in an ESOL/Mainstream program is done by using the ARLA.** (See Exhibit page 25)

**On the ESL line of the report card, choose the comment: “See ARLA.”**

Each nine weeks the classroom teacher will observe students and record performance according to their level of language proficiency using the Anecdotal Record for Language Acquisition (ARLA). (See Exhibit page 25)

### Purposes of ARLA:

1. To maintain an ongoing record of student performance and progress in regard to English Language Acquisition for **all** students who are LEP in a Bilingual/ESOL program or an ESOL/Mainstream program.
2. To use as documentation, and a resource, for grading. (See Exhibit page 25 for scenarios)
3. To be attached to the Acceleration of English Language Proficiency Individual Student Plan for Grades 3-12

**How to use this form:** Each nine weeks the classroom teacher will observe students and record performance according to their level of language proficiency. This will help the teacher keep an accurate account of the progress the student is making with regard to English language acquisition. The teacher will then be able to use this record to determine what accommodations are needed in order to meet the student’s needs and to award grade. The ARLA is used in combination with the Bilingual/ESL grading rubric (see explanation page 17) to determine ESOL nine-weeks’ grade. The classroom teacher may also use this form when conferencing with parents of students who are new immigrants and are not yet receiving grades. The ARLA is an important reference and resource when determining a student’s ESOL grade. Those students needing an Acceleration of English Language Proficiency Individual Student Plan for Grades 3-12 (see Exhibit page 26), based on no progress on TELPAS, shall have this record attached to it.

**Sample Record:**

TELPAS	STAGES	STUDENT BEHAVIORS	Student Name:	
			1 <sup>st</sup> nine wks.	2 <sup>nd</sup> nine wks.
		<b>AT STAGE 1 STUDENTS WILL:</b>		
Beginning ↑	Pre-Production	<ul style="list-style-type: none"> <li>• Gain familiarity with the sounds, rhythm, and patterns of English. (Listen)</li> <li>• Show limited comprehension of “chunks” or gist of language (simple repeated sentences and directions)</li> <li>• Attend to shared readings, but rely on picture clues and graphics for understanding. (Match)</li> <li>• Respond non-verbally (point, gesture, nod, mime, or draw)</li> </ul>	<p>*respond to simple commands when asked to stand up or line up or get out her book</p> <p>*actively participate in Shared Reading by joining in with class in reading repeated patterns in a big book</p>	<p>able to draw pictures in response to simple read-alouds that are being read in class.</p> <p>beginning to point to letters and words during shared reading</p> <p>extending vocabulary through the use of pictures in books</p>

**The ARLA form is to be considered a part of the grade book. It should be stored in the student’s blue Language Arts folder at the end of the school year.**

## Special Education Grading Guidelines

Special education teachers hold responsibility for three important educational accountability processes that must be communicated to parents:

1. Determining the progress that special education students are making toward mastery of individualized education program (IEP) goals and objectives;
2. Maintaining documentation of grades by using “**Accommodations Provided During Class Assignments/Assessments**” (see Exhibit page 14c);
3. Collaborating with all teachers of a student to determine grades.

These processes are linked and are dependent upon the extent to which each special needs student participates in general education instruction, the degree of modifications and accommodations each student requires, and the collaborative grading systems utilized at the campus. All students will receive grades in accordance with the “**Grading Requirement Worksheet**” (see Exhibit page 14a).

### Accommodations

The ARD Committee determines necessary instructional accommodations based on individual student needs. Students eligible for special education services frequently receive instruction in general education classes with accommodations (see Exhibit page 14b “**Levels of Support Continuum**”)

- Accommodations are a change made in the presentation, response, setting or timing/scheduling in order to provide a student with access to instruction and opportunity to demonstrate knowledge and skills.
- Grades for students receiving accommodations must be based on student performance after designated accommodations have been provided.

### Modifications

Students eligible for special education frequently receive instructional modifications that are designed by an ARD committee and addressed in the IEP report.

- A student eligible for special education services may receive modifications in curriculum *content* in a special education class **or** general education class.
- Modifications are a change or reduction of learning expectations or outcomes. The content standards remain the same but the achievement expectations are less difficult.

### Determining Grades for Special Education Students

- The process for joint grading of students served in a general education classroom by general education and special education teachers, as well as students who receive services outside the general education classroom for a period of time, will be determined by the ARD committee. Refer to Exhibit page 14a “**Grading Requirement Worksheet**” in order to determine who will be gathering grades.
- Grading procedures for students who receive curricular modifications in a general education class are determined by the ARD committee.
- Students who attend a special education class for an entire subject/course shall be graded by the appropriate special education teacher(s).

- If a special education student is receiving failing grades in any classes, the teacher should consult with an administrator or other appropriate staff to develop an action plan to address student success.
- If a student is receiving special education services as described in the IEP and is not meeting IEP goals, the ARD committee must make certain that the goals and objectives outlined in the IEP are within the range of the student's skills and abilities. Additionally, the committee must assure that any accommodations and/or modifications specified in the IEP have been implemented. The committee should revise the IEP as appropriate to assure student success.
- An ARD committee meeting may be held if a student is receiving failing grades to address causes of the failure. If a student's failure is due to lack of effort, the ARD committee may need to devise additional motivational and support strategies.

### **Special Education—District Assessments**

SBISD uses a variety of assessments as tools for determining how well students are mastering academic skills on their grade level. These assessments give the district valuable information with which to make curricular decisions and provide teachers with diagnostic information on their students.

### **Special Education—Teacher-Made Assessments**

Special education teachers have full authority to use teacher-made assessments and/or criterion referenced tests to determine students present levels of functioning, progress on IEP goals and objectives, and regression/recoupment data. Documentation of student progress based on a variety of sources is recommended.

### **Special Education—Reporting to Parents**

- The *Report of Student Progress* must inform parents of their child's progress in attaining annual IEP goals and objectives. This report must be sent at least as often as the report card, but the ARD committee can decide on more frequent progress reporting.
- The *District Report Card* is issued to the parents of every student in the school district.

#### **All special education students must receive a District report card.**

The report card should not identify a student as receiving special education services. All course names of classes of special education students will be the same as general education courses.

Special education students who receive instruction in general education core classes may or may not be working below grade level. A student may receive accommodations and be working on grade level. If IEP content modifications indicate that the student is not responsible for grade level standards, the **Below grade level** comment must be used on the District report card. The **Below grade level** comment must be used only if the IEP indicates that the student actually requires below grade level instruction.

## Grades PK-5

### Make-Up Work

As is detailed in SBISD **Board Policy EIAB (LOCAL)**:

Students shall be expected to make up assignments and tests after absences (excused and unexcused). Teachers shall not prepare work ahead of time for students to take on family trips. The work missed on a family trip shall be made up **AFTER** any excused or unexcused absences. Students in grades 2-5 shall receive a zero for any assignment or test not made up within the allotted time, unless prior approval is given by the principal or designee. Students shall be permitted to take tests administered in any class missed because of absence. For any class missed, the teacher may assign the student make-up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements. A student (or parent of the student) shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.

All work missed shall receive one day of make-up time for each day absent. However, for six days of absence, make-up work shall be done in five days after the return to school, unless prior approval is given by the principal or designee. Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students.

The District shall not impose a grade penalty for make-up work after an unexcused absence. The District shall not impose a grade penalty for make-up work after an absence because of suspension.

### Late Work

Assignments not turned in on time will only be accepted with loss of 10 points for each day late, unless prior approval is given by the principal or designee. No assignment should be accepted more than 3 days past the original due date. In grades 2-5, the grade of zero will be given for assignments not turned in 3 days past the original due date.

The above does not apply if the student has a documented STAT, 504, or Special Education Accommodation for extended time on assignment.

### Marking Conduct

Students will receive grades of **E**, **S**, **N**, or **U** in conduct as defined below. Comments may be used if teachers need to give additional or more specific information about a student's conduct and/or work habits. A child's developmental levels will be considered when establishing expectations for conduct and work habits. When a student receives a grade of **N** or **U** in conduct, there **must** be a comment regarding the behavior.

- E** – *Always* follows class rules, *never* disruptive in class, *always* tries their best and has a positive attitude in class, *always* on task
- S** – *Usually* follows class rules, *rarely* disruptive in class, *usually* tries their best and *usually* has a positive attitude in class, *usually* on task
- N** – *Rarely* follows class rules, *is* disruptive in class, *rarely* tries their best and *rarely* has a positive attitude in class, *rarely* on task
- U** – *Does not* follow class rules, *is* disruptive in class, *does not* try their best and *does not* have a positive attitude in class, *not* on task

## **Attendance**

A new student should be present half of the grading period before report card grades will be given. The teacher will explain this with a comment. The boxes for grades will be left blank.

If an enrolled student has excessive absences due to illness, a teacher should consult his/her principal regarding grade determination. Tardies should be reported on the report card.

Attendance records from prior school(s) will be accepted for documentation of attendance.

## **Homework Expectations**

**EIB (LOCAL)** was adopted as Board Policy by the SBISD Board of Trustees in March 2009 in response to the collected recommendations from the Homework Task Force. Membership on that Task Force was representative of the entire District, and the Task Force worked for many months to prepare the recommendations ultimately given to the Board. It is important to remember that as Board Policy, **EIB (LOCAL)** carries the force of local statute; it is incumbent upon all campuses and teachers to align their practices to these requirements. **EIB (EXHIBIT)** is included here in the Grading Expectations—this exhibit gives additional detail to **EIB (LOCAL)**. All teachers are required to read and follow both **EIB (LOCAL)** and **EIB (EXHIBIT)** carefully when assigning and grading homework.

[http://www.tasb.org/policy/pol/private/101920/pol.cfm?DisplayPage=EIB\(LOCAL\).pdf](http://www.tasb.org/policy/pol/private/101920/pol.cfm?DisplayPage=EIB(LOCAL).pdf)

**Spring Branch ISD  
101920**

**ACADEMIC ACHIEVEMENT  
HOMEWORK**

**EIB  
(LOCAL)**

**PURPOSE AND  
DEFINITION**

The purpose of all types of homework shall be to promote high quality student learning and achievement. Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. Homework shall be reviewed by teachers to ensure an accurate assessment of students' skills and knowledge to better direct them towards their learning goals.

Homework shall target specific learning outcomes, reinforce TEKS taught in the classroom, and provide practice in specific skills.

Students shall be provided sufficient information and direction needed to complete homework independently.

Homework shall be sufficient but not excessive to its intended purpose.

Homework shall not be assigned as a discipline consequence.

**EXPECTATIONS**

The assignment and grading of homework shall be aligned to expectations outlined in SBISD Grading Expectations and curriculum documents. The principal at each campus will work with faculty to develop campus homework practices that comply fully with requirements set forth in this policy [EIB(LOCAL)].

**COMMUNICATION OF  
CAMPUS-DEVELOPED  
HOMEWORK POLICY**

The campus-developed practices shall be clearly communicated to each student's parent/guardian and each student in writing at the beginning of the school year. Campus practices shall include the roles and responsibilities stated in this policy and shall be included in the campus handbook.

**GRADING OF  
HOMEWORK AND  
CONSEQUENCES FOR  
INCOMPLETE  
HOMEWORK  
ASSIGNMENTS**

Homework grades shall be calculated in the overall average for a grading period to align with SBISD Grading Expectations.

Though teachers may choose to involve students and/or others in certain appropriate monitoring tasks, the responsibility for grading student homework is vested solely in the professional staff of the school.

**HOLIDAYS**

No homework shall be assigned to be completed over Thanksgiving, Winter Break, Spring Break, and religious holy days.

**ROLES AND  
RESPONSIBILITIES**

A strong school-home partnership has a positive impact on student success. As a result, the following outlines the stakeholder roles and the responsibilities to ensure student success:

District leadership shall be responsible for:

Ensuring that appropriate resources and support are available to ensure compliance with this policy.

DATE ISSUED: 3/20/2009  
LDU 2009.03  
EIB (LOCAL)-X

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**Spring Branch ISD  
101920**

**ACADEMIC ACHIEVEMENT  
HOMEWORK**

**EIB  
(LOCAL)**

Campus leadership staff shall be responsible for:

1. Communicating the school's homework practices to teachers, parents, and students at the beginning of the school year;
2. Providing information to parents on the purpose of effective and purposeful homework;
3. Providing information to parents demonstrating how to support their children with homework, including but not limited to newsletters, websites, and open houses;
4. Adopting building practices to ensure the coordination of major assignments due on the same day, including quizzes, tests, and projects; and
5. Monitoring the implementation of homework policies and regulations.

Teachers shall be responsible for:

1. Encouraging a partnership with family and students that promotes timely, regular communication;
2. Designing homework assignments that clearly articulate the purpose and expected outcome;
3. Sharing expectations regarding homework with students and parents at the beginning of the school year;
4. Ensuring that any homework assigned is directly related to classroom instruction and consists of clear, purposeful, and engaging activities;
5. Assigning homework that is appropriate to the student's age, developmental level, learning style, skills, and individual needs;
6. Teaching the skills necessary for the student to complete the homework and to become a successful, independent learner;
7. Articulating and carefully planning homework in partnership with other teachers both within and outside the teacher's subject area;
8. Collecting, checking, grading, and otherwise processing homework and providing feedback in a timely manner in accordance with preset expectations; and
9. Estimating the amount of time it takes to complete homework when planning.

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**Spring Branch ISD  
101920**

**ACADEMIC ACHIEVEMENT  
HOMEWORK**

**EIB  
(LOCAL)**

Students shall be responsible for:

1. Completing assigned homework.
2. Ensuring that he/she clearly understands the homework assigned, including assignments, expectations, and requests for clarifications or assistance from the teacher when homework assignments and/or expectations are not clear.
3. Managing time and materials to complete any assigned homework.

The family shall be encouraged to:

1. Provide an environment for successful completion of assigned homework;
2. Provide encouragement and support for successful completion of assigned homework without doing the homework for their child; and
3. Contact the classroom teacher if their child is not consistently able to do the homework by him/herself or if challenges or questions arise.

**EFFECTIVE  
HOMEWORK  
ASSIGNMENTS**

Effective homework assignments:

1. Are curriculum-based and meet the needs of students through differentiation;
2. Are designed to require no additional teaching outside the classroom;
3. Are clearly articulated and designed so students know what is expected of them before leaving the classroom;
4. Are engaging and relevant to student learning;
5. Do not require resources or technology to which a student may not have access; and
6. Do not require parents/guardians to teach new concepts.

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LDU 2009.03  
EIB (LOCAL)-X

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**Spring Branch ISD  
101920**

**ACADEMIC ACHIEVEMENT  
HOMEWORK**

**EIB  
(EXHIBIT)**

**HOMEWORK EXPECTATIONS**

Homework expectations for students in kindergarten through grade 1 are as follows:

- Grades reported as class work grades must be completed in the classroom. Work assigned to be completed at home must be evaluated as homework.
- Homework is not to be graded as a grade for the gradebook. It can be checked for accuracy and completion.
- Homework should be a review or reinforcement of skills already covered in the classroom and should not be new information for the student.
- Homework should not exceed 30 minutes nightly, which should include 15 minutes of reading or being read to.
- Homework accuracy and/or completion should be reflected in the conduct grade (work habit) and with a comment.

Homework expectations for students in grades 2-5 are as follows:

- Completion of homework is to be reflected in the work habits grades, not in the content area grade.
- Grades reported as class work grades must be completed in classroom. Work assigned to be completed at home must be evaluated as homework.
- Homework should be a review or reinforcement of skills already covered in the classroom and should not be new information for the student.
- Homework should not exceed one hour nightly, including reading and mathematics facts. Students are expected to complete all homework assignments. For grades 2-5, each student is expected to read, or be read to, at least 20 minutes each school night. Students should practice mathematics facts briefly each night as well. If two or more teachers are working with a student, the homework should be coordinated to adhere to the stated time frame.

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EIB (EXHIBIT)–X

## IV. Guidelines for Reporting to Parents—Grades PK-5

### Prekindergarten—Reporting to Parents

#### Report Card Domains

The report card for prekindergarten is divided into eight subject areas: language arts, mathematics concepts, science, social studies, art/music, health fitness, social development, fine motor skills, and technology. (See Exhibit page 17) In each subject area there are strands that further describe the subject areas. In addition, there is a section for evaluating ESOL students' progress in learning English. The child's performance in each strand should be evaluated using the following code:

- 1 – Needs Development
- 2 – Developing As Expected
- 3 – Advanced Development
- N/A – Not Applicable

All strands are to be evaluated for each child using the **1, 2, 3** codes. Teachers should refer to the TEA Prekindergarten Guidelines for the specific guidelines that are in each strand. In addition, teachers should use the SBISD continuum developed for language arts and the one developed for mathematics to determine how a child is progressing for each nine weeks. ESOL indicator will only appear after teacher checks program participation box.

#### Comments

At the end of the report card, there is a section for comments. Teachers should summarize the child's progress and **comment on any area where progress is indicated as "Needs Development."**

#### Reporting Periods

**First Nine Weeks:** Teachers complete a checklist to share with parents at the fall parent conference. The "Descriptors for English Language Acquisition PK ARLA" form should be used for ESOL students. [See Exhibit page 24a] The conference form is found on the early childhood web page. Teachers should also share results of beginning of the year assessments as well as instructional plans for the child. Academic continuums, benchmarks, and reporting methods should also be shared at this conference.

**Second Nine Weeks:** Teachers complete a report card for each child. The "Descriptors for English Language Acquisition PK ARLA" form should be used for ESOL students. [See Exhibit page 24a]

**Third Nine Weeks:** Teachers complete a report card for each child. Conferences should be held with the parents of all children who are having difficulty. The "Descriptors for English Language Acquisition PK ARLA" form should be used for ESOL students. [See Exhibit page 24a]

**Fourth Nine Weeks:** Teachers complete a report card for each child. The "Descriptors for English Language Acquisition PK ARLA" form should be used for ESOL students. [See Exhibit page 24a]

#### Conferencing with Parents of Prekindergarten Students

The District recognizes that the retaining of students is not an effective strategy. Therefore, the District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. [See *EHBC*]

Prekindergarten students are not to be retained except in unusual circumstances. Retention of a prekindergarten student requires following procedures found on pages 40-49 of this document. In addition, children should not be held back so that they enter prekindergarten when they are of age to be in kindergarten unless there are compelling reasons to do so. All prekindergarten retentions must be approved by the Director of Early Childhood and the Associate Superintendent for Curriculum and Instruction. The same signatures required for retention are required to place a five-year-old in prekindergarten. The prekindergarten program should be an appropriate place for all children of legal entry age.

## **Kindergarten—Reporting to Parents**

### **Report Card Subject Areas**

The report card for kindergarten is divided into subject areas: language arts, mathematics concepts, science, social studies, art/music, health fitness, social emotional development, fine motor skills, and technology. The indicators for language arts and mathematics change each nine weeks to reflect the nine weeks plans and the items that are appropriate for kindergarten children at different times of the year. The indicators for all other subject areas remain the same throughout the school year. Information from art, music and health fitness teachers is used to help complete the fine arts and physical development areas of the report card.

The child's performance on each indicator in each subject area should be evaluated using the following code:

- 1** – Needs Development
- 2** – Developing As Expected
- 3** – Advanced Development
- N/A** – Not Applicable

All indicators are to be evaluated in language arts and mathematics for each child using the **1, 2, 3** codes. The ESOL indicator will appear only after the teacher checks the program participation box.

### **Comments**

At the end of the report card, there is a section for comments. Teachers should summarize the child's progress and **comment on any area where progress is indicated as "Needs Development."** Every nine weeks the classroom teacher will observe students and record performance according to their level of language proficiency using the Anecdotal Record for Language Acquisition (ARLA). (See Exhibit page 25)

Comments on progress in Oral Language Proficiency are **required** for bilingual and ESOL students. Reporting of progress in acquiring English for students in a Bilingual/ESOL program and students in an ESOL/Mainstream program is done by using the ARLA. (See Exhibit page 25)

**On the ESL line of the report card, choose the comment: "See ARLA."**

### **Reporting Periods**

**First Nine Weeks:** Teachers complete a checklist to share with parents at the fall parent conference using the district parent conference summary form found on the Early Childhood web page. Teachers should also share results of beginning of the year assessments as well as instructional plans for the child. Academic continuums, benchmarks, and reporting methods should also be shared at this conference.

**Second Nine Weeks:** Teachers complete a report card for each child.

**Third Nine Weeks:** Teachers complete a report card for each child. Conferences should be held with the parents of all children who are having difficulty.

**Fourth Nine Weeks:** Teachers complete a report card for each child.

### **Conferencing with Parents of Kindergarten Students\***

The District recognizes that retaining students is not an effective intervention strategy. Therefore, the District shall establish procedures designed to reduce the retention of students at a grade level, with the ultimate goal being elimination of the practice of retaining students. [See *EHBC*]

When conferencing with the parent(s) of a child who may be retained, the following are suggested:

1. Show the child's Observation Survey scores and the benchmarks, pointing out areas that are difficult for the child. Show the child's portfolio and compare the child's progress to what is expected. Additionally, discuss any anecdotal records of how the child performs on a daily basis. Show the kindergarten language arts TEKS and use them as a basis for comparing progress.
2. Point out the TEKS for mathematics. Compare the child's math portfolio or the progress on the Development of Mathematics Concepts checklist to the expectations for kindergarten. Anecdotal records and Math Their Way assessments may also be used to describe how the child is performing.
3. Discuss other areas of concern such as fine and/or gross motor development and social/emotional development.
4. Discuss options for the student such as the Special Language Program for students with limited English proficiency (both bilingual and ESL classes are available) and the Kindergarten Accelerated Reading Program.

**\*Note:** Local policy states that "In kindergarten, retention shall be considered only in unusual circumstances and with the approval of the student's parents. A written recommendation for retention, including suggestions for assistance for the student, shall be signed by the student's teacher, parent, and the principal, and with the approval of the appropriate executive administrator. A matrix using *Light's Retention Scale* shall be a part of the decision-making process." [EIE (LOCAL)] All proposed kindergarten retentions must be submitted to the Director for Early Childhood and the Associate Superintendent for Curriculum and Instruction.

## **Grades 1-5—Reporting to Parents**

### 1. Progress Reports

Progress reports shall be issued for **all students** after the third week of each grading period. Each teacher of a student in K-5 who is failing, near failing, or who has had a significant drop in grades (two or more letter grades) at the midpoint of the grading period **must** notify the student's parents by sending an unsatisfactory grade notice.

In the event the student's grade becomes an **N** or **U**, or **75** or below, after the 4 week progress report, parents **must** be notified using an additional progress report form.

See Exhibit page 19 for the District progress report.

The teacher responsible for the grade on the report card will complete progress reports for special education students.

## 2. Nine Week Report Card

- a. A report card is distributed every nine weeks to each student. A parent conference is required at the end of the first reporting period or may be arranged at other times when appropriate or upon parent request. Conferences are **required** at the end of the year for students being retained.
- b. Attendance will be recorded on these reports each nine weeks and at the end of the school calendar days. A student must be present 90% of the year to be promoted (or as determined by attendance committee). All absences, excused or unexcused, determine promotion. When a completed note from a parent or guardian is not provided, an absence becomes unexcused.
- c. When a grade of **N for first grade and 75 or lower for grades 2-5** is given, the teacher **must** include comments which describe the student's problem area.
- d. When a grade of **U for first grade and 69 or lower for grades 2-5** is given, the teacher **must** do the following:
  - Include comments that best describe the student's problem area.
  - Attach a conference request form (see Exhibit page 20) to the report card. If parent does not respond, attempt to communicate at least by telephone. Document attempts.
  - Maintain documentation of contact or attempted contact with parents.

### **Below Grade Level Recording and Reporting of Grades** (see page 7)

When determining whether or not to use the **Below grade level** comment for any subject, consider the following criteria:

General education students are held accountable for grade level TEKS. With appropriately differentiated instruction, most students will have no difficulty mastering grade level TEKS. However, some students may be unable to make a passing grade without accommodations and/or below grade level instructional material. When recording grades be aware that students are accountable for on grade level TEKS and grades should reflect that. At times teachers may take grades on work the student has done on below grade level material in order to accelerate progress. When completing report cards, **if grades are based only on grade level work**, enter the grades as earned and do not use **Below grade level** comment. When any grades on below grade level work are averaged with on grade level work, use the **Below grade level** comment. (See Exhibit page 10)

Also consider the following:

1. The teacher may instruct the student using **material** that is not on grade level—different from what is used with the children that are working on grade level. For example, a 1<sup>st</sup> grade student who is below level may be working on the grade level TEKS strand of identifying similarities and differences using materials at a kindergarten instructional (readability) level. The key here is that the student is responsible for grade level TEKS but may be working on achieving the TEKS by working on below grade level material.
2. If the student is making **Es and Ss** or 90s and 80s on work that is at a lower instructional level than grade level, then the work is not challenging enough to accelerate the student. The teacher should choose more difficult material (closer to grade level) realizing that the grades may drop, reflecting the increased difficulty. Parents should be advised of the reasons for this adjustment.

3. If a student is making low grades due to work habits or behavior but is capable of working on grade level, then the **Below grade level** comment should not be used and the student should not be considered below grade level.
4. If a student is working below grade level, the teacher **must** consult the STAT facilitator to determine if a STAT is necessary.
5. If **Below grade level** is indicated on the report card, this indicates that the student is failing the subject on grade level standards at that time and is eligible for programs for students in danger of failing.

## Grading of Recent Immigrant Students in ESOL Programs

Each reporting period, after an ESOL student has been in attendance in a U.S. school for a minimum of one grading period or one complete 9 week period, grades are given for all subjects and comments must be written about the student’s progress according to district benchmarks/expectations. If a student is NES during the student’s first grading period, or 9 total weeks, a student may only receive a grade for ESOL. Grades of **E, S, N, or U** are used for ESOL. Teachers must complete the Anecdotal Record of Language Acquisition (see Exhibit page 25) as an addendum to the report card every nine weeks. The student may receive **N/A** for all subject areas during that first grading period for a maximum of 9 weeks. If a student is reading below the level expected, the comments must give further explanation. The comments **must** include specific statements about what the child can do and a statement about the instructional goals for the child for the next reporting period. To be most effective, the child should be involved in a discussion evaluating his/her own progress and in setting his/her own instructional goals. Portfolios, checklists, anecdotal records, and other information should be reviewed to determine the child’s progress and to assist in setting goals.

<b>English Speakers of Other Languages (ESOL) Marking Chart for Grades K-5</b>		
	<b>First grading period or first 9 weeks of school in the United States*</b>	<b>After 9 total weeks of school in the United States*</b>
ESOL Grade	<b>E, S, N, U</b>	<b>E, S, N, U</b>
Language Arts	<b>N/A</b>	Numerical Grade
Mathematics	<b>N/A</b>	Numerical Grade
Social Studies	<b>N/A</b>	Numerical Grade
Science	<b>N/A</b>	Numerical Grade
Other Subjects	<b>E, S, N, U</b>	<b>E, S, N, U</b>
<p>*The total of 9 weeks can go across a grading period and/or across school years. For instance, if a student enters 3 weeks into the 4<sup>th</sup> nine weeks he will attend 6 weeks of school to complete that school year. Starting in the fall he will still have 3 weeks of school in which he does not receive grades in subject areas. Beginning in the 10<sup>th</sup> week of attendance in U.S. schools the student must receive grades. If the student does not receive grades for more than ½ of a reporting period you may mark <b>N/A</b>, but the next 9 weeks he must receive numerical grades.</p>		

## **Intervention—Grades PK-5**

### **Philosophy**

The goal of public education is for every student to have equitable access to the state curriculum, with instruction appropriately differentiated to address differences in ability and learning style. If a student is experiencing difficulty learning a concept, the teacher should proceed through a series of trial diagnoses and prescriptions to find the remedy to the learning difficulty. It is the classroom teacher's responsibility to conduct the initial stages of such a process. The needs of most underperforming students can be met within the regular classroom environment by:

- Utilizing teaching strategies that are compatible with the learning styles of these students
- Identifying and implementing appropriate supplemental instructional aids and resources
- Providing students access to essential student services such as counseling and health services
- Implementing and documenting necessary instructional strategies in materials or programs including second language acquisition strategies
- Designing and implementing behavior management plans, as needed
- Monitoring academic and behavioral progress

When students do not demonstrate content proficiencies resulting in unsatisfactory grades and/or may be exhibiting behavioral/social problems which interfere with their ability to benefit from instruction, a Student Teacher Assistance Team (STAT) meeting must be scheduled. A staff member or a parent can initiate the STAT process by contacting the school's designated STAT facilitator. The STAT team members will gather student educational and/or behavioral documentation prior to the STAT meeting to review, discuss, and determine individual recommendations for accommodations, interventions, and/or strategies at the STAT meeting.

The STAT may determine that student performance would be enhanced through accommodations and/or interventions/strategies in the classroom setting. A STAT team documents recommended accommodations, interventions, and/or methods/strategies on the STAT Accommodations and/or Intervention Summary forms. STAT members may also recommend materials, programs, and support personnel to promote student success. The STAT Accommodations and/or Intervention Summary forms are distributed to all teachers and staff that instruct and support the student. Frequent progress monitoring of student performance shall occur and be documented. If the student's progress is insufficient after a reasonable period of time, additional STAT meetings must be scheduled to review documentation of interventions and/or accommodations tried, as well as any additional data obtained to refine STAT Accommodations and/or Intervention Summary forms. The STAT Committee, at some point, may determine that further assessment is necessary and request one or more of the following:

- Informal assessment by building support personnel
- Behavioral Consultation
- Written Language Consultation
- Classroom Observations/Systematic Time Sampling
- Dyslexia Assessment
- Initial 504 Evaluation
- Special Education Consultation

A STAT meeting will then be scheduled to review requested assessments and other data/documentation to consider one or more of the following:

- Continue/revise the STAT Intervention Summary and/or STAT Accommodations
- Dyslexia Instructional Support
- 504 Eligibility
- Referral for Special Education

### **Accommodations/Modifications—Grades PK-5 General Education Students**

**Accommodations/modifications** to the general instructional program are determined by a STAT Committee (STAT and 504 accommodations) or Special Education ARD (Admission, Review, and Dismissal) Committee with input from a LPAC Committee representative, when applicable. These accommodations/modifications are documented in the student’s STAT Accommodations form or 504 Accommodations form, and are distributed to all teachers and staff that support the student. When a student’s needs change, a STAT, 504, or ARD (Special Education) meeting must be held to review the accommodations/ modifications. Accommodations/modifications may address the following areas:

- Instructional Content
  - \* Format Modifications
  - \* Content Modifications of TEKS (IEP required, Special Education Students only)
- Instructional Methodology
- Instructional Delivery
  - \* Includes Adapted Materials or Equipment, Assistive Technology
  - \* Includes Assignment Adjustments
  - \* Includes Instructional Support Options
- Student Evaluation
  - \* Includes Modified Test Format

### **Format Modifications for General Education Students**

When format modifications are required, the student may be working below grade level expectations. This should be indicated on the report card with the **Below grade level** comment. Please refer to the Below Grade Level section on page 7 and on Exhibit page 10 to determine if the **Below grade level** comment should be used.

### **Content Modifications—FOR SPECIAL EDUCATION STUDENTS ONLY**

Content modifications are utilized when students require changes to grade level performance expectations. **Content modifications** are developed by an **ARD Committee** and may **only** be used for **identified special education students**.

Content modifications are documented on the student’s Individual Education Plan (IEP) goals and objectives. Teachers receive a copy of the student’s goals and objectives as well as other relevant parts of the student’s IEP.

## V. Promotion and Retention

### Promotion

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. *Texas Education Code 28.021 (a)* In grades 1-8, promotion to the next grade level shall be based on a cumulative average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics, and either science or social studies. For students who do not meet the promotion criteria, see page 39 “Grade Placement Committee.”

Board Policies **EIE (LEGAL)**, **EIE (LOCAL)**, **EIE (REGULATION)** and **EIE (EXHIBIT)** guide us in this process.

### Procedure When Any Student at Any Grade Level Does Not Meet Grade Level Expectations and/or Is in Danger of Failing

1. Refer to Promotion/Retention flowchart [**EIE (REGULATION)**] for procedures to follow for any student not meeting grade level expectations (see Exhibit page 28g).
2. At the beginning of the 3<sup>rd</sup> nine weeks reporting period (January 4), the teacher will compile and present to the principal a list of students who are in danger of retention (failing).
3. As soon as the list of these students is complete the teacher should request a Grade Placement Committee (GPC) Form (see Exhibit page 28) for **each** of these students and begin to complete it. Documented parent/teacher contact is continued throughout the spring semester indicating possible retention.
4. Early in the 3<sup>rd</sup> nine weeks, the teacher will schedule a conference with the parent(s) of each of these students. The teacher should consult the STAT facilitator to determine if this conference should be a STAT. If it is not a STAT there needs to be a counselor or administrator in attendance to have the GPC form signed for the mid-year conference. At this conference, or STAT, the following should happen:
  - Parents should be informed in writing of possibility of retention using the district “Parent Notification Letter” stating such (see Exhibit pages 29a-c).
  - The mid-year conference GPC form should be signed by all appropriate persons.
  - Written plan of action, including suggestions for improvement, should be given to the parents. (STAT Action Plan if the conference is a STAT) The teacher can use the individual conference record (see Exhibit page 21) to document what is discussed.
  - Show the required reading selections for Mid-Year and End-of-Year DRA. Show a sample of what the student is able to read, the child’s most recent running record, and the grade level DRA. Compare and note areas that are difficult for the child and areas that need development. Also show a reading sample at the child’s current instructional level and note areas of strength that can be extended to serve as a foundation to improve other areas.
  - Show the Language Arts TEKS for the grade if LA is an area of concern. Show the student’s portfolio, anecdotal records, information from checklists, and other pertinent information or work samples. Compare the student’s work with the expectations of the grade level TEKS.

- Show requirements for mathematics TEKS if mathematics is an area of concern. Compare the student's math portfolio or samples of the student's work to the grade level requirements and expectations.
  - Relate student's work in science and/or social studies to key points in science investigations and social studies units if those are areas of concern. Discuss his/her participation in science investigations and social studies research and civic projects.
  - Review interventions/modifications that are already in effect or have been used up to this point.
5. Be aware of additional intervention options as outlined in the Student Success Initiative (SSI).
  6. At the beginning of the 4<sup>th</sup> nine weeks (end of March), the students on the list compiled in January should be monitored for progress. The teacher will compile and present to the principal a list of students still at risk of retention.
  7. At the beginning of the 4<sup>th</sup> nine weeks (end of March), the students on the list compiled in January should be monitored for progress. The teacher shall compile and deliver to the principal a list of students still at risk for retention. The campus shall convene a Grade Placement Committee (GPC) meeting and a Review STAT for each student still at risk for retention. Should the GPC and STAT recommend promotion for a student previously considered to be at risk for retention, the campus shall consider special programming to ensure subsequent success. Special programming may include some or all of the following: tutoring during and/or after school, summer school, and other programs/resources for which the student and family may be eligible. The campus shall complete a plan for academic acceleration for the next school year.
  8. Should the GPC and STAT recommend retention, a retention packet including *Light's Retention Scale* shall be completed for each student proposed for retention. As is stated in **EIE (LOCAL)**, parents are entitled to see *Light's Retention Scale* upon request. For each proposed retention, the GPC and STAT shall consider summer school options, alternative programs, and all support for which the student may be eligible.
  9. Once completed, the retention packet [including all forms included in **EIE (EXHIBIT)**] shall be delivered to the Associate Superintendent for Curriculum & Instruction for consideration. The decision of the Associate Superintendent regarding proposed retentions shall be final.

### **Grade Placement Committee**

Each elementary campus shall establish a system for a promotion/retention review committee similar to an ARD committee. The committee should be comprised of the teacher, the counselor, the principal, and the parent. The committee should convene only for those students who fail to meet the promotion criteria.

*Parent-requested retention:* Parents need to be informed of implications regarding optional retention. Refer parent to principal.

*Parent refusal of retention:* Refer parent to principal.

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PROMOTION

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

*Education Code 28.021(a)* [See EI]

In determining promotion, the District shall consider:

1. The recommendation of the student's teacher;
2. The student's grade in each subject or course;
3. The student's score on an assessment instrument administered under *Education Code 39.023(a), (b), or (l)*; and
4. Any other necessary academic information, as determined by the District.

*Education Code 28.021(c)*

In addition to local policy relating to grade advancement, students in grades 5 and 8 must demonstrate proficiency by meeting the passing standard on the appropriate assessment instrument listed at GRADE ADVANCEMENT TESTING or on a state-approved alternate assessment.

A student who does not demonstrate proficiency may advance to the next grade only if the student's grade placement committee (GPC) determines by unanimous decision, in accordance with the standards for promotion established by the Board, that the student is likely to perform at grade level at the end of the next year given additional accelerated instruction.

*19 TAC 101.2001(b)*

A student does not have a property interest in promotion.

*Education Code 28.0211(e)*

NOTICE

By the start of the school year, the District shall make public the requirements for student advancement under *Education Code 28.021*.

*Education Code 28.021(e)*

RETENTION

The District is not precluded from retaining, in accordance with state law or Board policy, a student who performs satisfactorily on a grade advancement test.

*Education Code 28.0211(g)*

Students who have been retained in grade 8 in accordance with the grade advancement testing requirements may earn course credit for high school graduation during the next school year in subject areas other than the required courses in the subject area which caused the student to be retained.

*19 TAC 101.2019(a)*

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RETENTION AND PROMOTION**

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**GRADE  
ADVANCEMENT  
TESTING**

The District shall test eligible students in accordance with the grade advancement requirements set forth below.

**ELIGIBLE  
STUDENTS**

An eligible student is subject to all grade advancement requirements, including the automatic retention component, if the following two criteria are met:

1. The student is enrolled in a District or charter school on any day between January 1 and April 15 of the school year during which the grade advancement test is administered; and
2. The student is eligible for enrollment in a Texas public school (as defined by legal residence in the state) during the week of the first general grade advancement test administration as established in the assessment calendar by the Commissioner.

An eligible student who does not meet the criteria specified above but enrolls in the District at any time after the week of the first general grade advancement test administration is subject to all grade advancement requirements except for automatic retention and shall not be automatically retained if the student does not demonstrate proficiency on any of the grade advancement tests.

The District must provide the student with the other required services in the overall system of support for student academic achievement, including the opportunity to test, access to accelerated instruction, and the formation of a GPC.

*19 TAC 101.2003(b), (c)*

**REQUIRED  
ASSESSMENT**

A student may not be promoted to:

1. The sixth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the fifth grade mathematics and reading assessment instruments; or
2. The ninth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the eighth grade mathematics and reading assessment instruments. This applies to the assessment instrument administered to students in eighth grade beginning with the 2007–08 school year.

*Education Code 28.0211(a); 19 TAC 101.9*

**TEST SCHEDULE**

TEA shall provide three opportunities per year for the tests required for grade advancement. The Superintendent shall establish procedures to ensure that:

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1. Each eligible student who is absent or does not receive a test score for any test administration shall receive appropriate accelerated instruction as warranted on an individual basis; and
2. Each eligible student who is absent or does not receive a test score for all three test opportunities and is consequently retained shall receive other appropriate means of evaluation, including an alternate assessment, so that the GPC has sufficient evidence for its review upon appeal by a parent or guardian.

19 TAC 101.2005(b)-(c)

The District must accommodate the request of an out-of-District student to participate in the third administration of a test required for grade advancement if the District is testing one or more local students on the applicable test and if the out-of-District student has registered to take the test by a date determined by TEA.

19 TAC 101.2005(d)

NOTICE OF GRADE  
ADVANCEMENT  
TESTING  
REQUIREMENTS

The Superintendent shall be responsible for:

1. Notifying each student and the student's parent or guardian in writing no later than the beginning of the student's first-grade year or no later than the beginning of the student's kindergarten year, for students attending kindergarten in the District, of the testing requirements for grade advancement;
2. Notifying each student in grades 1-8 who is new to the District and the student's parent or guardian in writing of the testing requirements for grade advancement; and
3. Notifying each student required to take the grade advancement tests of the dates, times, and locations of testing.

19 TAC 101.13

UNSATISFACTORY  
PERFORMANCE ON  
ASSESSMENT  
INSTRUMENTS

Each time a student fails to perform satisfactorily on an assessment instrument administered under *Education Code 39.023(a)* in the third, fourth, fifth, sixth, seventh, or eighth grade [see **EKB**], the district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations.

*Education Code 28.0211(a-1)*

UNSATISFACTORY  
PERFORMANCE ON  
GRADE ADVANCEMENT  
TESTS

The District shall provide to a student who initially fails to perform satisfactorily on a grade advancement test at least two additional opportunities to take the assessment instrument.

*Education Code 28.0211(b)*

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**ACCELERATED  
INSTRUCTION**

Each time a student fails to perform satisfactorily on a grade advancement test, the District shall provide the student with accelerated instruction in the applicable subject area. Accelerated instruction should be consistent with previous diagnostic testing and intervention activities, if any, the student has received. An accelerated instruction group for students who have failed an assessment may not have a ratio of more than ten students for each teacher per class.

Accelerated instruction required after the first and second testing opportunities should be designed to address student needs to the greatest extent possible before the next testing opportunity.

Accelerated instruction shall be based on the following:

1. Assessment of specific student needs, which may include, as appropriate, the following: teacher observations and evaluations; academic progress reports; previous identification of student needs and corresponding interventions; and performance on previous assessment instruments in the applicable subject.
2. Best instructional practices identified through research.

*Education Code 28.0211(c); 19 TAC 101.2013(a)–(b), (e)*

If a student fails to perform satisfactorily on a grade advancement test after three attempts, the accelerated instruction shall be provided during the next school year according to an educational plan developed for the student by the student's GPC. The District shall provide the instruction regardless of whether the student has been promoted or retained. The educational plan shall be designed to enable the student to perform at the appropriate grade level by the conclusion of the school year. During the school year, the student shall be monitored to ensure the student is progressing in accordance with the plan. The District shall administer to the student the assessment instrument for the grade level in which the student is placed at the time the District regularly administers the assessment instrument for that school year.

*Education Code 28.0211(f)*

The District must accommodate the request of an out-of-District student to participate in any established, on-campus summer accelerated program, provided the student is living away from his or her home district and the program matches the accelerated instruction prescribed by the student's GPC.

*19 TAC 101.2013(d)*

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RETENTION AND PROMOTION**

**EIE  
(LEGAL)**

**NOTICE TO  
PARENTS OF  
PERFORMANCE  
AND ACCELERATED  
INSTRUCTION**

In addition to providing the accelerated instruction, the District shall notify the student's parent or guardian of:

1. The student's failure to perform satisfactorily on the assessment instrument;
2. The accelerated instruction program to which the student is assigned; and
3. The possibility that the student might be retained at the same grade level for the next school year.

Whenever the District is required to notify a parent or guardian about the requirements related to promotion and accelerated instruction, the District shall make a good-faith effort to ensure that the notice is provided either in person or by regular mail, is clear and easy to understand, and is written in English or in the parent or guardian's native language.

*Education Code 28.0211(d), (h)*

**AFTER EARLY  
IDENTIFICATION OF  
AT-RISK STUDENTS  
NOTICE**

The District shall provide early notice to parents or guardians of students identified in a preceding grade to be at risk of failure on the first administration of the test required for grade advancement the next year. The Superintendent shall establish the instruments/procedures to be used to make this determination; however, in the case of students in grade 2, it must include the results of the reading inventory required by *Education Code 28.006*. This notice shall be provided before the end of the school year preceding the grade advancement requirements.

*19 TAC 101.2009(b)*

**AFTER FIRST  
TESTING  
OPPORTUNITY  
NOTICE**

The District shall notify the parent or guardian of a student who has failed to demonstrate proficiency on the first administration of a grade advancement test. This notification should be made within five working days of the District's receipt of student test results from this administration. This notice shall include the student's test results, a description of the District's grade advancement policy, the accelerated instruction to which the student has been assigned, and the possibility that the student might be retained at the same grade level for the next school year. In addition, the notice shall encourage parents or guardians to meet immediately with the student's teacher to outline mutual responsibilities to support the student during accelerated instruction.

*19 TAC 101.2009(c)*

**AFTER SECOND  
TESTING  
OPPORTUNITY  
NOTICE**

Within five working days of the District's receipt of student test results for the second administration of the test required for grade advancement, the District shall notify the campus principal of results for each student who fails to demonstrate proficiency. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the test results. This notice shall include a description of the purpose and responsibilities of a GPC and the time and place for the first meeting of the GPC.

*19 TAC 101.2007(c)*

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**GRADE  
PLACEMENT  
COMMITTEE**

After a student fails to perform satisfactorily on an assessment instrument a second time, a GPC shall be established to prescribe the accelerated instruction the student is to receive before the assessment instrument is administered the third time.

Decisions by the GPC shall be made on an individual student basis to ensure the most effective way to support the student's academic achievement on grade level.

The GPC shall be composed of the principal or the principal's designee, the student's parent or guardian, and the student's teacher of the subject of the grade advancement test on which the student failed to perform satisfactorily. If this teacher is unavailable, the principal shall designate to serve on the committee a teacher certified in the subject of the assessment on which the student failed to perform satisfactorily and who is most familiar with the student's performance in that subject area.

If more than one parent or guardian has the authority to make educational decisions regarding the student, a good faith effort must be made to notify both parents, but participation of any one parent or guardian is sufficient. Either parent or only one guardian may initiate an appeal. If both parents or guardians serve on the GPC but do not agree, either may agree to promote the student (if the remaining members of the GPC also agree to the promotion). The District may accept a parent's or guardian's written designation of another person to serve on the GPC for all purposes. The District may accept a parent's or guardian's written and signed waiver of participation in the GPC and designation of the remaining members of the GPC as the decision-making entity for all purposes.

If a parent or guardian or designee is unable to attend a meeting, the District may use other methods to ensure parent participation, including individual or conference telephone calls. The District may designate another person to act on behalf of the student in place of a parent, guardian, or designee if no such person can be located. A surrogate parent named to act on behalf of a student with a disability shall be considered a parent for this purpose. If the parent or guardian is unavailable, the remaining members of the GPC must convene as required by law and take any actions required.

*Education Code 28.0211(c); 19 TAC 101.2007(a), (b)*

**ALTERNATE  
ASSESSMENT**

For the third testing opportunity, the Board may choose to use a state-approved alternate assessment instead of the statewide assessment instrument. If the Board adopts such a policy, the District shall select from a list provided annually by the Commissioner only one test for each applicable grade and subject. The

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alternate assessment must be given during the period established by the Commissioner in the assessment calendar to coincide with the date of the third administration of the statewide assessment.

*19 TAC 101.2011(a)-(b)*

PARENTAL  
WAIVER

The Superintendent shall establish a waiver process by which a parent or guardian may request that a student not participate in the third test opportunity due to potential harm to the student. The waiver must provide documentation of potential harm, student need, and other appropriate information. If a parental waiver is granted, the student must still participate in all required accelerated instruction and is subject to retention based on the failure on the second test administration.

*19 TAC 101.2015*

AFTER THIRD  
TESTING  
OPPORTUNITY  
NOTICE

The GPC must convene again if a student fails to demonstrate proficiency on the third administration of a test required for grade advancement and is thereby automatically retained at the same grade level. Within five working days of receipt of student test results for this administration, the District shall notify the campus principal of results for each student who fails to demonstrate proficiency. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the time and place for the GPC to hold a meeting. This notice shall inform the parent or guardian of the opportunity to appeal the automatic retention of the student. The District shall establish a procedure to ensure a good faith effort is made toward securing the parent's or guardian's receipt of the retention notification.

*19 TAC 101.2007(e)*

RETENTION AND  
APEAL

A student who fails to perform satisfactorily after at least three attempts on one of the grade advancement tests shall be retained at the same grade level for the next school year. The parent or guardian may appeal the retention by submitting a request to the GPC within five working days of receipt of the retention notification.

*Education Code 28.0211(e); 19 TAC 101.2007(e)*

The GPC may not agree to promote a student unless a parent, guardian, or designee has appealed.

*19 TAC 101.2007(b)(2)*

If an appeal is initiated by the parent or guardian, the GPC may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances, and in accordance with standards adopted by the Board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the decision of the GPC is unanimous.

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The review and decision of the GPC must be appropriately documented as meeting the standards adopted by the Board. These standards may include the following:

1. Evidence of satisfactory student performance, including grades, portfolios, work samples, local assessments, previous state assessments, and individual reading and mathematics diagnostic tests or inventories;
2. Improvement in student test performance over the three testing opportunities;
3. Extenuating circumstances that may have adversely affected the student's participation in instruction, the student's participation in the required assessments, or the student's participation in accelerated instruction; and
4. Consideration of whether the student was not enrolled in a Texas public school for part of the school year.

19 TAC 101.2007(f)

The placement decision by the GPC shall be made before the start of the next school year, or if applicable, upon re-enrollment of the student after this date.

19 TAC 101.2007(g)

The committee's decision regarding placement is final and may not be appealed.

*Education Code 28.0211(e)*

A student who is promoted to the next grade level must complete accelerated instruction required under *Education Code 28.0211(a-1)* [see UNSATISFACTORY PERFORMANCE ON ASSESSMENT INSTRUMENTS, above] before placement in the next grade level. A student who fails to complete required accelerated instruction may not be promoted.

*Education Code 28.0211(a-2)*

In each subject in which the student failed to perform satisfactorily on the grade advancement test, a student who is promoted by the GPC must be assigned to a teacher who meets all state and federal qualifications to teach that subject and grade.

*Education Code 28.0211(n)*

TRANSFER STUDENTS

The District shall determine a student's previous testing history and, if applicable, the accelerated instructional program he or she has received.

19 TAC 101.2003(h)

A student who has been promoted upon completion of a school year in a school other than a Texas public school may be enrolled in that grade without regard to whether the student has successfully completed a grade advancement test. This does not limit the District's ability to appropriately place such a student.

19 TAC 101.2007(h) [See FDA]

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LIMITED ENGLISH  
PROFICIENT (LEP)  
STUDENTS

The language proficiency assessment committee (LPAC) shall determine appropriate assessment and acceleration options for a limited English proficient (LEP) student who is administered a grade advancement test in English or Spanish. The GPC for a LEP student shall make its decisions in consultation with a member of the student's LPAC.

*19 TAC 101.2003(e)*

SPECIAL EDUCATION  
STUDENTS

A student who is receiving special education services, including a LEP student, who is enrolled in grade 5 or 8, and who is receiving instruction in the essential knowledge and skills in reading or mathematics is eligible for grade advancement testing. The student's admission, review, and dismissal (ARD) committee shall determine appropriate assessment and acceleration options for the student.

*Education Code 28.0211(i); 19 TAC 101.2003(d), (f)*

DYSLEXIC  
STUDENTS

In measuring the academic achievement or proficiency of a student who is dyslexic, the student's potential for achievement or proficiency in the area must be considered.

*Education Code 28.021(b); 19 TAC 101.2003(g)*

[See policies at **EHB**, **EKB**, and **FB**]

AGE-APPROPRIATE  
ASSIGNMENT

The Board may establish a policy that provides for the placement of retained students in an age-appropriate learning environment. In accordance with local grade configurations for elementary, middle, and high school campuses, the Board may specify the age by which a retained student should be placed on the next level campus even though not yet promoted to the grade of that campus.

*19 TAC 101.2019(b)*

TRANSPORTATION TO  
ACCELERATED  
INSTRUCTION  
PROGRAMS

The District shall provide students required to attend the accelerated programs described above with transportation to those programs if the programs occur outside of regular school hours.

*Education Code 28.0211(j); 19 TAC 101.2013(c)*

OPTIONAL EXTENDED-  
YEAR PROGRAM

A student who does not meet District standards or policies for promotion on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level shall be eligible for services under the optional extended-year program.

*19 TAC 105.1001 [See **EHBC**]*

A student who attends at least 90 percent of the extended-year program days and who satisfies the requirements for promotion (academic achievement or demonstrated proficiency of the subject matter of the course or grade level) shall be promoted to the next grade level at the beginning of the next school year. However, if the student's parent presents a written request to the school principal asking that the student not be promoted, the principal shall hold a formal meeting

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with the parent, the teacher, and the counselor, as soon as practicable after receiving such a request. During the meeting, the principal, teacher, or counselor shall explain the possible effects of not promoting a student. If the parent withdraws the request after the meeting, the student shall be promoted, and the District shall continue to use innovative practices to ensure that the student is successful in school in succeeding school years.

If the District provides an extended-year program, it shall adopt a policy designed to lead to immediate reduction and ultimate elimination of student retention.

*Education Code 29.082(e), (f)* [See **EHBC**]

## Retention

### First Grade Retention

For students in first grade, promotion to the next grade shall be based on evidence of satisfactory progress with an emphasis on Language Arts, Mathematics, and either Science or Social Studies. Evidence for promotion includes assessment of the student's reading level, district curriculum assessments, information from the student's daily work or portfolio, anecdotal records, and checklists. A matrix using *Light's Retention Scale* shall be part of the decision-making process. See **EIE (LOCAL)**, **EIE (REGULATION)**, and **EIE (EXHIBIT)**.

For limited English proficient students the teacher must be flexible in determining methods to allow the students to demonstrate knowledge or competency of TEKS independent of their English language skills in the following ways:

- Assessment in the primary language
- Assessment using ESL methodologies and the ARLA (see Exhibit page 25)
- Assessment with multiple varied instruments

### Student Success Initiative for Fifth Grade Students

The Student Success Initiative is in effect for students in fifth grade.

According to *19 TAC 101.13*—

- Each time a student fails to perform satisfactorily on Reading and Mathematics TAKS, the District shall provide the student with accelerated instruction in the applicable subject area. The District shall also notify the student's parents of the failure, the accelerated instruction and the possibility of retention.
- The District shall provide at least two additional opportunities to take the initially failed Reading and Mathematics TAKS. After the student fails to perform satisfactorily the second time, a grade placement committee must meet to prescribe the accelerated instruction before the third attempt. The parent, the principal or principal's designee, and the teacher are the committee.
- A student who fails to perform satisfactorily after three attempts shall be retained at the same grade. The District shall give the parent written notice of the opportunity to appeal.
- The district is not precluded from retaining a student who performs satisfactorily on Reading and Mathematics TAKS.

### Special Education Retention

For **special education students** who do not meet promotion criteria consult an administrator or other appropriate staff. According to Board Policy **EIE (LEGAL)**, "*The Admission, Review, and Dismissal (ARD) committee of a student who participates in the District's special education program and who does not perform satisfactorily on an assessment instrument listed at PERFORMANCE ON ASSESSMENTS REQUIRED shall determine the manner in which the student will participate in an accelerated reading instruction program and whether the student will be promoted or retained.*"

## **Retention of Students in Bilingual/ESOL or ESOL only programs English Language Learner (ELL) Retention**

- ELL students making **satisfactory progress** in acquiring English language proficiency and grade-level academic skills should be promoted.
- The expectations of grade-level TEKS apply to the English language learners at their level of English proficiency found on Exhibit page 25b (*TEC Chapter 128, TEKS*). Instructional accommodations, pacing, and materials should be adjusted by using English for Speakers of Other Languages (ESOL) strategies/accommodations (see Exhibit page 25e) to ensure that limited English proficient students have a full opportunity to master the TEKS of the required curriculum. The use of ESOL strategies/accommodations in instruction and assessment should not impede students' grade promotion (*19 TAC 89.1210(a)*)
- If students demonstrate progress in English language acquisition, as documented by TELPAS, and have shown academic progress at their level of language proficiency (see Exhibit page 25b), then students **should not be retained**.
- If students participating in the bilingual education program demonstrate mastery of the grade level TEKS in either their home language or English they should not be retained.
- Students who fail to make academic progress **and** fail to make progress in English language acquisition may be retained when documentation of accommodations in instruction, pacing and materials, **and** documentation of the use of appropriate ESOL teaching strategies support the decision to retain. Retention is appropriate **only** when extensive accommodations have been successful as documented through the STAT process.
- Students who enter U.S. schools late in the academic year **and** are *Non-English* speaking do not have to automatically be placed in the age-appropriate grade. Careful determination of the appropriate placement, using assessment, should be considered.

## **State Compensatory Education (At-Risk) for All Grade Levels**

As a result of **Senate Bill 702**, districts **are required** at the beginning of each school year to reassess and identify **ALL** students at-risk of dropping out of school based on the following:

A student at-risk of dropping out of school includes each student who is under 21 years of age and who meets one or more of the following eligibility criteria:

### **Student Eligibility Criteria**

1. Not advanced to next grade level for one/more school years;
2. Did not maintain an average equivalent to 70 on a scale of 100 in two/more foundation course subjects during a semester in the preceding or current school year for grades 7-12;
3. Previously reported through (PEIMS) to have dropped out of school;
4. Unsatisfactory on state assessment (*Subchapter B, Chapter 39*) and who has not subsequently performed on that instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Unsatisfactory on a readiness or assessment instrument during the current school year for grades PK-3;

6. Homeless, as defined by *McKinney-Vento Act Sec. 725(2); 42 U.S. Code Section 11435(2)* and its amendments;
7. Currently or in the preceding school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychological hospital, halfway house, or foster group home;
8. Pregnant or is a parent;
9. Placed in a campus based or off campus alternative education program in accordance with *Section 37.006 (Removal for Certain Conduct)* on or during the preceding or current school year;
10. Expelled in accordance with *Section 37.007* during the preceding or current school year;
11. On parole, probation, deferred prosecution, or other conditional release;
12. Limited English Proficient, as defined by *Section 29.052*;
13. In the custody/care of the Department of Protective and Regulatory Services or has, during the current school year, been referred by a school official, officer of the juvenile court, or law enforcement official.

## Enrichment Areas

### Visual Arts

1. Each student receives a grade reflecting his progress as described in each of the four strands outlined in the TEKS:

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- a. Perception—The student
  - develops and organizes ideas from the environment
- b. Creative Expression/Performance—The student
  - expresses ideas through original artworks
  - uses a variety of media with appropriate skill
- c. Historical/Cultural Heritage—The student
  - demonstrates an understanding of art history and culture as records of human achievement
- d. Response/Evaluation—The student
  - makes informed judgments about personal artworks and the works of others

2. Grades

**E** = Excellent (90-100) indicates outstanding achievement

**S** = Satisfactory (75-89) indicates normal and average achievement

**N** = Needs improvement (70-74) indicates passing but needs improvement

**U** = Unsatisfactory (69 and below) indicates unacceptable and below average achievement

3. Conduct grades will be given in Visual Arts of **E**, **S**, **N**, **U**.

**E** – *Always* follows class rules, *never* disruptive in class, *always* tries their best and has a positive attitude in class, *always* on task

**S** – *Usually* follows class rules, *rarely* disruptive in class, *usually* tries their best and *usually* has a positive attitude in class, *usually* on task

**N** – *Rarely* follows class rules, *is* disruptive in class, *rarely* tries their best and *rarely* has a positive attitude in class, *rarely* on task

**U** – *Does not* follow class rules, *is* disruptive in class, *does not* try their best and *does not* have a positive attitude in class, *not* on task

## Music

1. Each student receives a grade in each of the four strands outlined in the TEKS.

2010-2011

- a. Perception—The student
  - analyzes musical sound
  - demonstrates musical artistry
- b. Creative Expression/Performance—The student
  - performs a varied repertoire of music
  - reads and writes music notation (grades 1-5 only)
  - creates and arranges music (grades 1-5 only)
- c. Historical/Cultural Heritage—The student
  - relates music to history, to society, and to culture
- d. Response/Evaluation—The student
  - responds to and evaluates music and musical performance

2. Grades

**E** = Excellent (90-100) indicates outstanding and exceptional achievement

**S** = Satisfactory (75-89) indicates normal and average achievement; applies to vast majority of students

**N** = Needs improvement (70-74) indicates passing but needs improvement

**U** = Unsatisfactory (69 and below) indicates unacceptable and below average achievement

3. Conduct grades will be given in Music of **E, S, N, U**.

**E** – *Always* follows class rules, *never* disruptive in class, *always* tries their best and has a positive attitude in class, *always* on task

**S** – *Usually* follows class rules, *rarely* disruptive in class, *usually* tries their best and *usually* has a positive attitude in class, *usually* on task

**N** – *Rarely* follows class rules, *is* disruptive in class, *rarely* tries their best and *rarely* has a positive attitude in class, *rarely* on task

**U** – *Does not* follow class rules, *is* disruptive in class, *does not* try their best and *does not* have a positive attitude in class, *not* on task

## Health Fitness

Each reporting period, every student will receive two grades in health fitness: performance and conduct. Grades of **E**, **S**, **N**, or **U** can be given and comments should be used in the comment section about the student's progress. Mastery of the instructional objective will be the determining factor in assessing grades. Factors such as behavior and dressing safely will be used to determine the conduct grade.

**Health Fitness Requirements:** each student will have a **minimum** of 6 grades in the 1<sup>st</sup> nine weeks and 8 in each of the 2<sup>nd</sup> through 4<sup>th</sup> nine weeks. These grades are derived from an average of each of the following categories: (A) Participation, (B) Skills/Motor Development, and (C) Cognitive.

- (A) Participation is 55% of the total grade: a minimum of 4 grades on TEKS being taught. Students will be assessed by demonstrating active participation in health fitness activities.
- (B) Skills/Motor Development is 35% of the total grade: a minimum of 3 grades on TEKS being taught. Students will be given assessment to evaluate skill achievement based on observable skill performance.
- (C) Cognitive development is 10% of the total grade: a minimum of 1 grade on TEKS being taught. Student will be given cognitive assessment to evaluate skill achievement based on observable skill performance.

Use the following formulas to calculate the Health Fitness grade:

**(A) Participation (55%), (B) Skills/Motor Development (35%), and (C) Cognitive (10%)**

**(A)** = average of participation grades x 0.55

**(B)** = average of skill/motor development grades x 0.35

**(C)** = average of cognitive grades x 0.1

Health Fitness Grade = **A + B + C**