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I. Introduction

The purpose of these Grading Expectations is to increase consistency of standards, enhance student achievement by sharing common practices, and ensure consistency with Board Policy. The principal at each campus shall work with faculty to establish annual written grading standards within the District framework. These standards will address at a minimum the following:

1. Retesting procedures
2. Extra Credit
3. Homework
4. Make-up work
5. Grading standards for individual assignments

II. Assessment and Evaluation—All Grades Pre-K - 5

Spring Branch Independent School District is a multiple measures district. We recognize that assessment and evaluation cannot be based on one single moment in time. To this end, assessment and evaluation practices align to create a holistic picture of a child's growth over time and mastery of knowledge and skills.

Pre-K and Kindergarten

In Spring Branch ISD, we recognize that assessment in the early learning classroom should be a balance of formal and informal assessment experiences. By involving both assessment types, teachers and parents gain a comprehensive picture of student growth and development.

Formal and Informal Assessments

Both formal and informal assessments in the Early Childhood classroom rely on teacher observation. These observations should capture student actions and behaviors free from teacher bias or emotion. As an important assessment tool, observations need to be focused and clearly articulated. 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 at different times of the day—during large group lessons, small group interaction, and independent work times;
3. Develop a system to be sure that all of the children are observed regularly;
4. Involve others in observing children when in doubt about perceptions or when a second opinion is needed;
5. Observations are reflective of both the student's process and product.

District Assessments

Pre-K

- Literacy and Math Formative Assessments
- Bilingual and ESL students are given the *preLAS*® to measure growth in the English language.
- Pre-K 3 will use the Pre-K 3 Progress Monitoring Tool
- The CIRCLE Progress Monitoring instrument (required by TEA)—will be used to assess reading, math, language, writing, and social and emotional at the beginning, middle, and end of year for Pre-K 4

Kindergarten

- Letter Identification, Letter Sounds, Concepts About Print, Phonological Awareness, Phonics Decoding and Encoding Checkpoint Assessments
- Oral Reading Analysis (if applicable)
- Tx-KEA (also the Dyslexia screener)
- Math Progress Monitoring

Grade 1

- NWEA MAP Reading Fluency (also meets the Dyslexia Screening requirement)
- Phonological Awareness Checkpoint Assessment
- Phonics Decoding and Encoding Checkpoint Assessment
- Oral Reading Analysis
- Math Progress Monitoring

Grades 2-5

- Priority Standard Assessments (PSAs)
 - * Math—Grades 3-5
 - * Reading—Grades 3-5
 - * Science—Grades 3-5
- NWEA MAP Reading Fluency (Grade 2 only)
- Math Progress Monitoring (Grade 2 only)
- Phonics Decoding and Encoding Checkpoint Assessment (Grade 2 only)
- Oral Reading Analysis

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 of Pre-K and Early Childhood. Kindergarten advancement into first grade will follow the same calendar as other elementary grades. There is no CBE for Pre-K.

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

- The student scores 80% 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;
- A school district representative recommends that the student be accelerated;
- The student's parent or guardian gives written approval for the acceleration.

CBE testing for elementary students is conducted four times per year. Information is available from campus counselor.

Single subject acceleration is only available for mathematics.

III. Grading—Grades 1-5

Grading in grades 1-5 is a balance of formative and summative assessments. These assessments will be collected over the course of the nine weeks to give an accurate picture of student growth. Grades will be taken routinely, and reported in SKYWARD® within 5 school days of being turned in. Timely reporting of grades allows for reteaching and retesting as needed and captures growth over time. This also allows for students to take ownership of their learning and gives room for goal setting, action and reflection. Having real-time grades also serves to support the RTI process effectively.

Using the Professional Learning Community model for planning, teams will identify essential standards, design meaningful learning engagements, and plan assessments that can be used to inform next steps for instruction. There are a variety of tools that can be used to evaluate student work such as rubrics, checklists, observations, and anecdotal records. Carefully planned assessments or projects have the potential to assess multiple objectives and may be scored for more than one content area. If this is the case, the assessment tool to be used should be given to students ahead of time.

Homework is used as an opportunity for students to practice skills independently. Homework should be used for informal, ungraded assessment purposes.

Grading Responsibilities:

- 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*).
- Label and date each entry in the gradebook.
- Homework may not count as an academic grade. 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. All teachers are required to read and follow [Board Policy EIB \(LOCAL\)](#) carefully when assigning and grading homework.

Reporting of Academic Grades for 1-5

Academic grades reflect the level of mastery of grade level content, not work habits. Identification of essential standards in planning should drive the creation of assessment tasks to ensure grade level content is being assessed.

- Numerical grades are required in language arts, mathematics, social studies, and science for grades 1-5.

- All grades earned by a student will be recorded as the actual number grade or percentage the student answered correctly. Teachers should utilize the tools in SKYWARD® to note missing or incomplete work rather than assigning an arbitrary grade as a placeholder.
- The average for the year is to be calculated with the grades on the report card.

NOTE: Hunters Creek ES utilizes standard-based grading for 1st grade only.

SKYWARD® Grade Reporting

The evaluation grades defined below are expectations for grading in all academic subject areas:

Number	Letter Equivalent
90–100	A
80–89	B
75–79	C
70–74	D
69 or below	F

Reporting of Conduct Grades 1-5

Campus and team alignment for assessing conduct scoring is important for consistency. Time should be given to the written articulation of common expectations as it relates to conduct and behavior. Conduct issues need to be communicated with parents in a timely manner. Students with chronic conduct issues should be referred to the SSC for additional support. The following benchmarks will be used for recording conduct grades.

E	Excellent
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Below Grade Level Recording and Reporting of Grades

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

General education students are held accountable for grade level TEKS. 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 the 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.

Consider the following examples:

1. The teacher may instruct the student using **material** that is not on grade level—different from what is used with the children who 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 **As** and **Bs** 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 to scaffold instructional materials 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 **Below grade level** comment should not be used and the student should not be considered below grade level. The grades should be recorded as earned.
4. If **Below grade level** is indicated on the report card, **the student is failing the subject's grade level standards** and is eligible for additional support at the campus level.

Reteaching and Reassessing

Reteaching and reassessing gives students an opportunity to show mastery of content over time. Consequently, reteaching and reassessing should be an integral part of the regular classroom instruction whenever the teacher determines that the student has not accomplished mastery of the TEKS.

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) Per [Board Policy EIA \(LOCAL\)](#). The student's grade should reflect his/her increased level of mastery.

The decision as to how to reassess skills that are retaught should be thoughtfully planned for as part of the PLC framework at the campus level. Reassessment methods include, but are not limited to:

- observation (oral response or demonstration) with anecdotal records
- student-created projects
- retesting options

Retesting generally applies to Language Arts, Mathematics, Social Studies, and Science in grades 1-5. Campus leadership should establish a consistent method for determining how to use the original grade and the retest grade to establish a final grade. Retest grades should be coded in the grade book comments using the original grade/retest grade (example: 65/75).

- No student shall be disadvantaged by choosing to take a retest.
- Campuses may choose the maximum grade a student may receive on a redo or retest, but no student shall receive a lower grade on the redo or retest than on the original attempt. The multiple attempts shall not be averaged.
- All teachers must address the student's instructional needs through RTI, SPED, Section 504, Dyslexia, or LPAC team support.

IV. Core Curriculum Grading Expectations

The following Core Curriculum Grading Expectations outline the number of grades per content area along with the percentage of each. To assist in knowing what types of student work can be graded, examples are provided for each core content area. As a reminder, the number of grades stated is a minimum number; more grades should be taken.

Elementary Language Arts Grading Expectations—Grades 1-5

Reading 50%		
Foundational Literacy Skills TEKS <ul style="list-style-type: none">Strand 1.1(A-E)	Foundational Literacy: Early Reading Skills TEKS <ul style="list-style-type: none">Strand 1.2-1.5	Comprehension Skills TEKS <ul style="list-style-type: none">Strands 2-5
10% of the Overall Reading Grade Minimum 1 grade per grading period	20% of the Overall Reading Grade Minimum 2 grades per grading period	20% of the Overall Reading Grade Minimum 2 grades per grading period
Writing 40%		
Composition and Writing Process TEKS <ul style="list-style-type: none">Strand 6.11 (A-C, E)Strand 6.12Strand 7	Grammar TEKS <ul style="list-style-type: none">Strand 6.11 D	
Minimum 4 grades per grading period		
Spelling 10%	Handwriting (E/S/N/U)	
TEKS <ul style="list-style-type: none">Strand 1.2	TEKS <ul style="list-style-type: none">Strand 1	
Minimum 1 grade per grading period	Minimum 1 grade per grading period	

Grades 1-5 Emergent Bilingual (EB) Students Assessment

In addition to Language Arts grades, EB students in the bilingual or ESL program will also be given a grade for English Language Development (ELD). The ELD grade will be determined using the English Language Progress Monitoring for Report Card (refer to [Exhibits](#)).

1. Determine initial student level of English language proficiency using the most current TELPAS ratings. For newcomers, use the initial identification LPAC assessment data.
2. At the beginning of each 9 weeks and based on the student's English Proficiency level, the teacher will set an individualized Listening, Speaking, Reading, and Writing goal with the student (Refer to [Exhibits](#)). At the end of each grading period, based on student's performance, a student will be scored as "Developing as Expected (DE)" or "Continuing to Develop (CD)" on the English Language Development Progress Monitoring form.

Grades 1-5 Mathematics Grading Expectations

Concept Development (daily/weekly progress checks)	Concept Literacy (reading, writing, speaking, listening)	Concept Mastery (big ideas, multiple concepts/skills)
33%	33%	34%
<i>Minimum of 5 grades</i>	<i>Minimum of 3 grades</i>	<i>Minimum of 3 grades</i>
<ul style="list-style-type: none"> • Observations (using a rubric) • In-class independent work • Checkpoints • Exit Tickets • Station (center) products • Other evidence of learning • Fact Fluency Gr 2 & 3 only (gr 2 +/- to 20; gr 3 \times/\div to 10) <p>*Use SBISD Rubrics</p>	<ul style="list-style-type: none"> • Procedural Fluency (ability to articulate math concepts, read and interpret visual literacy such as charts, graphs, and tables) • Journal reflections (explain thinking of learning) • Written responses to concepts • Vocabulary Development <p>*Use SBISD Rubrics</p>	<ul style="list-style-type: none"> • Unit Progress Checks/ Common Formative Assessments (every 2-4 weeks), PSAs short-answer, performance tasks, open-ended, multiple-choice, etc. • In-class projects (aligned to proficiency scales; graded with rubric) <p>*Use SBISD Rubrics</p>

Grades 1-5 Science Grading Expectations

Concept Development (daily/weekly progress checks)	Concept Literacy (reading, writing, speaking, listening)	Concept Mastery (big ideas, multiple concepts/skills)
33%	33%	34%
<i>Minimum of 3 grades</i>	<i>Minimum of 5 grades</i>	<i>Minimum of 3 grades</i>
<ul style="list-style-type: none"> Plan and conduct investigations Collect and record observations Create a model/picture Identifies real world connections/examples <p><i>**Students show evidence of concept development in the science notebook. Use SBISD Rubrics to provide feedback.</i></p>	<ul style="list-style-type: none"> Communicate a plan and results of an investigation Analyze data and interpret patterns to draw conclusions Explain how a labeled model represents the real world, including advantages and limitations Listen to other's explanations, identify relevant information, and discuss ideas <p><i>* Students show evidence of concept literacy in the science notebook. Use SBISD Rubrics to provide feedback.</i></p>	<ul style="list-style-type: none"> Communicate explanations orally or in writing (CER) Analyze and critique explanations Common Formative Assessments (CFA) PSAs Performance tasks Unit Common Assessments <p><i>* Students show evidence of concept mastery in the Science Notebook or on formal assessments. Use SBISD Rubrics to provide feedback.</i></p>

Grades 1-5 Social Studies Grading Expectations

Concept Development (daily or weekly work /exit ticket)	Concept Literacy (reading, writing, speaking, listening)	Concept Mastery (big ideas, multiple concepts/skills)
50%	20%	30%
<i>Minimum of 3 grades</i>	<i>Minimum of 2 grades</i>	<i>Minimum of 2 grades</i>
<ul style="list-style-type: none"> In-class independent work Station (center) products Collaborative skills Other evidence of learning 	<ul style="list-style-type: none"> Journal reflections (explain thinking of learning) 	<ul style="list-style-type: none"> Formal assessments In-class projects

Enrichment Areas

Visual Arts

1. In each recording period, every student in grades 1-5 is to receive a minimum of one grade for each of the four TEKS strands listed below, which are calculated according to the percentages attached to each TEKS strand, as well as a conduct grade ([see page 4](#)).
 - Foundations: Observation and Perception (25%)

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks.
 - Creative Expression (25%)

The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.
 - Historical/Cultural Heritage (25%)

The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures.
 - Critical Evaluation and Response (25%)

The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations.
2. Grades
 - E** = Excellent (90-100) indicates advanced achievement
 - S** = Satisfactory (75-89) indicates proficient achievement
 - N** = Needs improvement (70-74) indicates developing achievement
 - U** = Unsatisfactory (69 and below) indicates unacceptable and below average achievement

Music

1. In each recording period, every student in grades 1-5 is to receive a minimum of one grade for each of the four TEKS strands listed below, which are calculated according to the percentages attached to each TEKS strand, as well as a conduct grade ([see page 4](#)).
 - Foundations of Music Literacy (45%)

The student will describe and/or analyze a variety of musical sounds and will read, write, and reproduce rhythmic and melodic patterns using music notation.
 - Creative Expression (25%)

The student will perform a varied repertoire of music and will create and explore new musical ideas through improvisation and/or composition.
 - Historical and Cultural Relevance (15%)

The student will relate music to history and culture through the performance of a grade-level appropriate and varied repertoire of music as listed in the TEKS.

- Critical Evaluation and Response (15%)

The student will respond to and evaluate music and musical performance in a grade-level appropriate manner consistent with the TEKS.

2. Grades

E = Excellent (90-100) indicates advanced achievement

S = Satisfactory (75-89) indicates proficient achievement

N = Needs improvement (70-74) indicates developing achievement

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

Health Fitness

1. In each recording period, every student in grades 1-5 is to receive a minimum of one grade for each of the four TEKS strands listed below, which are calculated according to the percentages attached to each TEKS strand. They will also receive a conduct grade as addressed by the District under the topic of Reporting of Conduct Grades 1-5.

- Movement Pattern/ Movement Skills (40%)

The student demonstrates competency and proficiency in movement patterns and forms and applies movement concepts and principles to the learning and development of motor skills.

- Health and Physical Activities (40%)

The student participates in moderate to vigorous physical activities on a daily basis that develop health-related fitness, describes factors that affect physical performance, and applies safety practices associated with lifetime wellness and physical activities.

- Performance Strategies (10%)

The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.

- Social and Emotional Health (10%)

The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.

2. Grades

E – Excellent (90-100) indicates outstanding and advanced achievement

S – Satisfactory (75-89) indicates proficient achievement

N – Needs improvement (70-74) indicates developing achievement

U – Unsatisfactory (69 and below) indicates unacceptable and below average achievement

Technology

Technology standards are embedded throughout the Pre-K - 12 curriculum and mastery demonstrated through problem/project-based learning and in various processes and products. Spring Branch ISD students will graduate with the knowledge and skills to use technology in meaningful ways to drive their own learning.

Make-Up and Late Work

- 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 shall be permitted to take tests administered in any class missed because of an absence.
- A student (or parent of the student) shall be responsible for obtaining and submitting the make-up work in a satisfactory manner and within the time specified by the teacher.

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	Excellent
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

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.
- A teacher may include comments on the report card such as "reduced number of assignments due to absences".

Grading Special Populations

Grading Expectations for Students with Disabilities Receiving Special Education Services

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 expectations. These considerations are included in the Special Education section.

Students with special education services receive instruction in their Least Restrictive Environment (LRE), through a continuum of services provided in general education and/or special education settings. The Admissions, Review & Dismissal (ARD) Committee meets annually to develop an individualized education plan (IEP) for each student with a disability. The IEP ensures access and progress in the enrolled grade level curriculum. The IEP is distributed to relevant staff and includes, but is not limited to:

- Present Levels of Academic Achievement and Functional Performance (PLAAFP)
- Annual Goals that specify the specially designed instruction (SDI) needed
- Accommodations/Modifications per subject area
- Schedule of Services
- Supplements (Behavior Intervention Plan, Autism Supplement, Personal care, etc.)

General Grading Considerations for Students Receiving Special Education Services

- All teachers should follow the general education procedures and timelines for reporting grades.
- The District Report Card and Progress Report must be used for students with disabilities, no matter their class placement.
- In addition to the District Report Card and Progress Report, students with IEPs also receive IEP Progress Reports each grading period that specify progress on their annual goals. Annual goals are not the same as grades for course content. They supplement, not supplant, the general education curriculum.
- Grades should reflect mastery level of the TEKS with the specific accommodations, modifications, and services as outlined in the IEP.
- Students who receive special education services for a subject, may receive a grade that is jointly determined by the general education and special education teacher. The number of grades that can be used from the Resource classroom is based on the percentage of time the student attends Resource for that subject.

Accommodations and Modifications for Students with Disabilities

Accommodations and modifications are adaptations in materials or delivery of instruction, determined by the ARD committee, and allow students to access and make progress in the general education curriculum. Grades are based on student performance on assignments/ assessments with the IEP designated accommodations and/or modifications.

Accommodations	Modifications
<ul style="list-style-type: none"> • Changes in how the student accesses grade level content and materials • Do not change the learning standards • Reduce or eliminate the effects of a student's disability • May change the manner in which students demonstrate mastery of knowledge or skills 	<ul style="list-style-type: none"> • Changes in what the student is expected to know • Necessary for a student to access and make progress in the general curriculum • Fundamentally alter or lower the standard or expectations for the student • IEP goals and accommodation page specify how the content should be modified

Addressing Failing Grades for Students with Disabilities

It is required that the IEP of a student with a disability be implemented with fidelity. If a student with a disability is receiving failing grades, the teacher of record must have documentation that the IEP is being implemented. The documentation for the content the student is failing could include any or all of the following:

- Work samples demonstrating modifications or accommodations
- Lesson plan adjustments noted
- Grade book notations (individual grade/assignment comments section of Skyward)
- A tracking document/data sheet that reflects specific supports that were provided.

Additional supports used for all students should also be documented, for example, but not limited to:

- Guardian contacts
- Student conferences
- Tutoring

If a student with a disability continues to fail despite appropriate and documented implementation of the IEP, **the teacher of record should request a staffing through the case manager.** At the staffing, the teacher of record will bring copies of documentation described above to be reviewed by the committee. Changes to the IEP may need to occur such as more clearly - specified supports, additional supports, and/or modifications that may be necessary. These changes must be documented through the ARD Process.

Grading Emergent Bilingual (EB) Students

All expectations apply to English 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 ***at their English language proficiency level.***

For EB students whose parents have denied services to participate in a Bilingual or ESL program, the students shall be graded according to the general education grading expectations.

EB students are at different stages of language acquisition. In assessing EB students for mastery of the essential knowledge and skills, the District shall provide appropriate linguistic accommodations allowing EBs to demonstrate knowledge or competency regardless of their oral and/or written fluency level in English.

State requirements:

- ***TAC 89.1210(a):*** *The district shall modify the instruction, pacing, and materials to ensure that limited English proficient students have a full opportunity to master the essential knowledge and skills of the required curriculum. Students participating in the bilingual education program may demonstrate their mastery of the essential knowledge and skills in either their home language or in English for each content area.*
- ***TAC 89.1210(e):*** *Except in the courses specified in subsection (f) of this section, second language acquisition methods, which may involve the use of the students' primary language, may be provided in any of the courses or electives required for promotion or graduation to assist the English learners to master the essential knowledge and skills for the required subject(s). The use of second language acquisition methods shall not impede the awarding of credit toward meeting promotion or graduation requirements.*

Expectations for Grading Emergent Bilingual (EB) Students

Instructional accommodations for EBs are informed by the Language Proficiency Assessment Committee (LPAC). However, classroom teachers are responsible for implementing appropriate language accommodations to meet the needs of the English Learners.

If an EB student does not demonstrate adequate measurable progress, he/she must be provided with appropriate support such as linguistic accommodations, accessible reading materials, instruction using appropriate ESL methodologies, and/or participation in the RTI process with documented intervention sessions that include consistent linguistic accommodations and EB strategies as needed. If an EB does not demonstrate adequate measurable progress with the appropriate support, the student may receive a failing grade. In SBISD, adequate measurable progress for English Language Development is calculated using the ELPS-TELPAS Proficiency Level Descriptors. Students must grow one proficiency level every school year (refer to [Exhibits](#)).

1. Grading Specific to Emergent Bilingual (EB) Students

ESL classes provide instruction to enable students to develop their English language proficiency and achieve academic success as soon as possible. Students enrolled in ESL classes receive grades on progress reports and report cards three weeks after enrollment, as their instruction is targeted to their language proficiency levels.

- a. ESL classroom teachers are responsible for using allowable accommodations in order to provide assessments that are not totally dependent on the English language.
- b. **For inputting grades**, grading exemptions for newcomer EB students are not appropriate. A newcomer is defined in SBISD as Limited English proficient (LEP) student who has been in the United States for less than two years and who demonstrates little or no ability to express him or herself in English. The focus should be on instructional and classroom assessment practices for newcomer EB students that facilitate access to the curriculum and opportunities for varied methods for demonstrating content knowledge for grading purposes (found in the US Department of Education Newcomer Toolkit). Limited language proficiency in English should not be a basis for failure or retention. This applies to all content areas.
- c. **For assessment window purposes:**
 - If a newcomer enrolls during an **assessment window**, the reporting of grades *may be* deferred for up to three weeks. After instruction, it is encouraged to assess the student in order to obtain a baseline and personalize the supports and lessons, rather than to obtain a score.
 - The newcomer would then be assessed for a grade the following assessment window. This applies to all content areas.
- d. When necessary, tests must be linguistically accommodated to reflect the student's proficiency level in English. These accommodations must also reflect RTI support if appropriate and align with the EB language accommodations (refer to [Exhibits](#)).
- e. All grade level content TEKS must be taught through accommodated instruction that takes into account pacing, language objectives, and materials so to ensure all EBs have every opportunity for mastery of the TEKS.

2. Grading of Emergent Bilingual Students Specific to Content Area Classes

- a. All teachers are required to incorporate the English Language Proficiency Standards (ELPS) in instruction and must use accommodations according to the student's proficiency level in English. Assessments should not be totally dependent on the English language.
- b. All grade level content TEKS must be taught through accommodated instruction that includes language objectives, pacing, and materials to ensure all EBs have every opportunity for mastery of the TEKS.
- c. When necessary, as determined by the LPAC, tests must be linguistically accommodated to reflect the student's proficiency level in English.

V. Expectations for Reporting to Parents— Grades Pre-K - 5

Pre-K—Reporting to Parents

Report Card Domains

The report card for Pre-K is divided into subject areas: language arts, mathematics concepts, science, social studies, art/music, health fitness, social development, fine motor skills, and technology. (see [Exhibits](#)) In each subject area there are strands that further describe the subject areas. In addition, there is a section for evaluating Emergent Bilingual (EB) students' progress in learning English. The child's performance in each strand should be evaluated using the following code:

- √ — Developing As Expected
- — Continuing to Develop
- N/A — Not Applicable at this Time

Teachers will refer to the TEA Pre-K Guidelines for the specific expectations in each strand. In addition, teachers will use developmental continuums for literacy and the CIRCLE benchmarks to monitor progress. EB indicator will only appear after the teacher checks the program participation box.

Pre-K 3 will also use the Pre-K Report Card. Mastery of all Pre-K guidelines is expected for these students over two years. This will be taken into consideration when indicating progress of three-year-olds. The Pre-K 3 Progress Monitoring Tool is used to show expected progress.

Comments

At the end of the report card, there is a section for comments, and the majority of information about the young child's progress is communicated here in narrative form. Teachers should summarize the child's strengths and progress and **comment on any area where progress is indicated as “Continuing to Develop.”** (Example: “We are continuing to work on identifying the letters in Mary's name. Some ways you could practice this at home include...”)

Reporting Periods

Individual student CIRCLE assessment data or the Individual Pre-K 3 Progress Monitoring Tool will be shared with parents at the beginning, middle, and end of the year.

First Nine Weeks: Teachers share checklist information with parents to help them understand how “grades” will be taken in Pre-K at the fall parent conference. Teachers will also share results of beginning of the year assessments as well as instructional plans for the child. Academic continuums, benchmarks, and reporting methods will also be shared at this conference.

Second Nine Weeks: Teachers complete a report card for each child. Mid-year Pre-K 4 CIRCLE results as well as the Pre-K 3 Progress Monitoring Tool will be shared with parents the first week in February.

Third Nine Weeks: Teachers complete a report card for each child. Conferences should be held with the parents of all children who are not making expected progress.

Fourth Nine Weeks: Teachers complete a report card for each child. End of Year Pre-K 4 CIRCLE results as well as the Pre-K 3 Progress Monitoring Tool will be sent home with report card.

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:

- √ — Developing As Expected
- — Continuing to Develop
- N/A — Not Applicable at this Time

All indicators are to be evaluated in language arts and mathematics for each child. The EB 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, and the majority of information about the young child's progress is communicated here in narrative form. (*Example*: "You can support your child's learning and work on this at home by ...")

Teachers should summarize the child's progress and **comment on any area where progress is indicated as "Continuing to Develop."** Throughout the nine weeks the classroom teacher will observe EBs and record English Language progress within content areas by using multiple measures, such as student work, informal and formal observations, anecdotal notes, etc.

Comments on progress in the four language proficiency domains, listening, speaking, reading, and writing are **required** for EB students currently participating in a bilingual or ESL program. Language progress monitoring for EB students' proficiency must be recorded by using **English Language Development Progress Monitoring Form for Report Cards**. (see [Exhibits](#))
On the EB line of the report card, teachers choose the comment: "See PLD."

Reporting Periods

First Nine Weeks: Teachers share checklist information with parents at the fall parent conference using the district parent conference summary form. 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 not making expected progress.

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

Grades 1-5 –Reporting to Parents

Progress Reports

Progress reports shall be issued for **all students** after the third week of each grading period. Each teacher of a student in grades 1-5 who is failing, near failing, whose grade drops below a 75, 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.

(See [Exhibits](#)) for the District progress report.

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

Nine Week Report Cards

1. 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.
(See [Exhibits](#) for District Report Card)
2. 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) [Board Policy FEC \(LOCAL\)](#). All absences, excused or unexcused, determine promotion. When a completed note from a parent or guardian is not provided, an absence becomes unexcused.
3. When a grade of **75 or below for grades 1-5** is given, the teacher **must** include comment codes which describe the student's problem area.
4. When a grade of **69 or lower for grades 1-5** is given, the teacher **must** do the following:
 - Include comment codes that best describe the student's problem area.
 - Add a comment code "Conference Requested" 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.

Conferences, Pre-K – 5

Fall Conferences

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

The 1st nine week report card, or checklists for Pre-K and Kindergarten.

Beginning of the year assessment data explaining if the student is on, above, or below grade level

Explain goals for this student for the year.

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, the following should be addressed:

Reading: Show the required reading selections for mid-year and end-of-year district oral reading analysis. Show a sample of what the student is able to read, the child's oral reading analysis, and the grade level district oral reading analyses. 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.

Language Arts: Show the Language Arts TEKS for the grade level being discussed. 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 standards.

Mathematics: Show the Mathematics standards. Compare the student's math portfolio or samples of the student's work to what is required.

Science / Social Studies: 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.

Spring Conferences

Teachers are required to confer in the third nine weeks with parents of students in danger of failing or being retained. Please refer to section below Promotion and Retention "Procedure When Any Student at Any Grade Level Does Not Meet Grade Level Expectations and/or Is in Danger of Failing."

All Pre-K teachers are required to conference with parents/guardians of each student in the fall and spring.

Response to Intervention (RTI) / Student Support Committee (SSC)—Grades Pre-K - 5

Tier I—Core Classroom Instruction

If a student is having difficulty mastering the essential grade level curriculum, the teacher should use data from screening and diagnostic assessments (such as MAP, oral reading analysis or PSA's) and supports/interventions to find appropriate approaches to address the learning difficulty. It is the classroom teacher's responsibility to collect data in initial stages of such a process. The needs of most students can be met within the regular classroom environment by:

- Utilizing teaching strategies based on data and compatible with the learning needs of the students to provide additional time and support
- Identifying and implementing appropriate supplemental instructional aids and resources that target the specific area(s) of concern
- Providing students access to school-wide supports 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 by collecting data of the effectiveness of implemented supports

Students who are struggling in Tier I instruction may receive Tier I+ intervention to support mastery of grade-level essential standards.

Tier I+—Prevention

If a student's progress in an essential grade-level standard is insufficient, additional time and support is provided to learn the essential behavior and academic standard. The "just in time" scaffold supports are fluid and utilize data from campus formative and summative assessments in addition to state assessments to determine need. Students may move in and out of these supports as needed based on their essential standards data.

Tier II—Strategic Intervention

When students do not demonstrate proficiency during Tier I Instruction or with Tier I+ support, the campus data study team, a staff member and/or parent may request a Student Support Committee meeting (SSC). The SSC team members will gather student educational and/or behavioral documentation prior to the SSC meeting to review, discuss, and determine individual recommendations for interventions, strategies and/or accommodations at the SSC meeting.

Tier II intervention is designed to target identified skill deficits through supplemental intervention 90 minutes per week (3 days/week for 30 minutes) for 9 weeks. Progress monitoring to inform decisions is 2 times/week.

Data anytime within the 9 weeks could initiate an SSC to adjust or change the intervention plan.

The SSC committee will reconvene to review multiple data measures and progress monitoring documentation to consider one or more of the following:

- Recommend students returns to Tier I/ Tier I+
- Recommend student continues in Tier II Instruction
- Recommend student receive Tier III Instruction
- Recommend a 504 Evaluation or Full Initial Individual Evaluation through Special Education

Tier III—Intensive Intervention

The SSC Committee may determine that an increased intensity of intervention is necessary.

Tier III intensive intervention is designed for students who have significant difficulties making progress despite receiving Tier I / I+ and Tier II interventions. The main difference between Tier II and III is that Tier III interventions are more frequent and of longer duration and the group size of students receiving intervention is reduced.

Tier III intervention is 120 - 150 minutes per week (5 days/week for 30 minutes) for 9 weeks. Progress monitoring to inform decisions is 3 times/week.

Data anytime within the 9 weeks could initiate an SSC to adjust or change the intervention plan.

The SSC committee will reconvene to review multiple data measures and progress monitoring documentation to consider:

- If learning rate increases, continue intervention.
- If learning rate does not increase or if the intensity of intervention is judged to be long-term based on resources, refer student for a Full Initial Individualized Evaluation through Special Education.

Accommodations—Grades Pre-K - 5 General Education Students

Accommodations to the general instructional program are determined by a SSC or Section 504 Committee with input from a LPAC Committee representative, when applicable. These accommodations are documented in the student's SSC Accommodations form or Section 504 individual accommodation plan, and are distributed to all teachers and staff that support the student. When a student's needs change, a SSC or Section 504 meeting must be held to review the accommodations.

Accommodations During Classroom Instruction and Testing

Accommodations are changes to the materials, procedures, or techniques that allow a student with a disability to participate meaningfully in grade-level or course instruction. The use of accommodations occurs primarily during classroom instruction as educators utilize various instructional strategies to meet the needs of each student, thus allowing each student to maximize his or her academic potential. In many instances, students use an accommodation only on a temporary basis while they are learning a new skill. In some cases, though, a student may require the accommodation throughout the school year or over several years.

In order to make accommodation decisions for students, educators should have knowledge of the TEKS (Pre-K Guidelines) and how a student performs in relation to them. Educators should also collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports) so that informed educational decisions can be made for each student. By analyzing data, an educator may be able to see that the accommodation becomes inappropriate or unnecessary over time due to the student's age or changing needs. Or it may confirm for the educator that the student still struggles in certain areas and should continue to use the accommodation.

VI. Promotion and Retention

Promotion

Grade Level Promotion/Retention

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.

Board Policies [EIE \(LEGAL\)](#), [EIE \(LOCAL\)](#), [EIE \(REGULATION\)](#) and [EIE \(EXHIBIT\)](#) guide the District in this process.

Each elementary campus shall establish a Grade Placement Committee (GPC). 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. The purpose of this Grade Placement Committee is to determine appropriate interventions, summer school participation, and promotion/retention for students struggling to demonstrate grade level proficiency in their classes.

Procedure When Any Student Is in Danger of Failing

1. Refer to the RTI – GPC Promotion/Retention flowchart [[EIE \(REGULATION\)](#)] for procedures to follow for any student not meeting grade level expectations (see [Exhibits](#)).
2. At the beginning of the 3rd nine weeks reporting period, the teacher will compile and present to the principal a list of students who are in danger of retention (failing). These students should be in the RTI process.
3. As soon as the list of these students is complete, the teacher should request a Grade Placement Committee (GPC) Form 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 3rd nine weeks, the teacher will schedule a conference with the parent(s) of each of these students. The teacher should consult the SSC facilitator to determine if this conference should be a SSC. If it is not a SSC 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 SSC, the following should happen:
 - Parents should be informed in writing of possibility of retention using the district “Parent Notification Letter” stating such (see [Exhibits](#)).
 - 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. (SSC Action Plan if the conference is a SSC) The teacher can use the individual conference record to document what is discussed.
 - Show the required reading selections for mid-year and end-of-year oral reading analysis. Show a sample of what the student is able to read and the child’s most recent oral reading analysis. 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 language arts 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 concepts and social studies concepts if those are areas of concern. Discuss his/her participation in science investigations and social studies research and civic projects.
 - Review interventions/ accommodations that are already in effect or have been used up to this point.
5. At the beginning of the 4th 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 SSC for each student still at risk for retention. Should the GPC and SSC 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.
 6. Should the GPC and SSC recommend retention, a matrix using *Light's Retention Scale*® shall be part of the decision-making process for each student proposed for retention. As is stated in [Board Policy EIE \(LOCAL\)](#), parents are entitled to see *Light's Retention Scale*® upon request. For each proposed retention, the GPC and SSC shall consider summer school options, alternative programs, and all support for which the student may be eligible.

Retention

Pre-K Grade Retention

SBISD follows the recommendation of the Texas Education Agency (TEA) on Pre-K retention in all cases but those with very extenuating circumstances. The TEA recommendation states: "It is the Texas Education Agency's position that children who reach age five on September 1 are most appropriately served in kindergarten, and that the law specifically established the Pre-K program to serve students who have not reached age five."

Kindergarten Grade Retention

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 Superintendent's designee. A matrix using *Light's Retention Scale*® shall be a part of the decision-making process." [Board Policy EIE \(LOCAL\)](#)

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

1. Show the child's work and assessments (formal and informal), 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 and/or mathematics TEKS and use them as a basis for comparing progress. If the student is an EB student, provide your evidence for linguistic support.
2. Discuss other areas of concern such as fine and/or gross motor development and social/emotional development.

Parent request retention (HB 3803)

HB 3803 allows for parents to request retention.

Process:

1. Parent request should be made in writing to the building principal.
2. School must convene a Retention Committee if the school disagrees with the parent's request.
3. Parent must meet with the Retention Committee if the school and parent are in disagreement.
4. If child is in special education, the ARD committee would need to meet and record parent decision in the minutes.
5. Students whose parents elected retention may not be marked at-risk unless they meet other at-risk criteria

Learning Acceleration (HB 1416)

HB 1416 (88th Legislative Session) requires accelerated instruction for students scoring "Does Not Meet" on STAAR. Any student who did not achieve at least the "Approaches" performance level must receive accelerated instruction. If a student reaches the "Approaches, Meets, or Masters" performance level, the student would not be required to receive accelerated instruction.

Requirements for Accelerated Instruction

- Targeted instruction in the TEKS for the applicable grade level and subject area.
- Provided in addition to instruction normally provided to students in the grade level in which the student is enrolled.
- Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area.
- Provided individually or in a group of no more than four students unless the parent or guardian authorizes a larger group.
- Provided by an individual with training in the applicable instructional materials and under the oversight of the school district.

Retention of Students with Disabilities

The ARD Committee makes all promotion, retention, and placement decisions for all students with an IEP, no matter the disability, based on the information in the IEP, student performance and progress in the TEKS, and progress on annual goals. Retention for students with disabilities will impact the amount of time available for after high school special education programs within the district. These programs may be necessary for students with the most significant disabilities, as the student may require special education services to accomplish transition goals after high school.

Retention of Emergent Bilingual (EB) Students in Bilingual or ESL Programs

- The expectations of grade-level TEKS apply to the EB students at their level of English proficiency (*TEC Chapter 128, TEKS*). Instructional accommodations, pacing, and materials should be adjusted by using ELPS, sheltered strategies/linguistic accommodations to ensure that limited English proficient students have a full opportunity to master the TEKS of the required curriculum. The use of ESL strategies and linguistic accommodations in instruction and assessment should not impede students' grade promotion (*19 TAC 89.1210(e)*)
- Retention should not be based on student's language acquisition development.
- If students demonstrate progress in English language acquisition, as documented by TELPAS, have shown academic progress at their level of language proficiency, and teacher(s) has provided linguistic supports and EB strategies, then students should not be retained.
- Retention of an EB student must be reviewed and approved by the LPAC.

The following considerations must be made prior to retaining EB students.

- * Years in U.S. schools
- * Most recent TELPAS composite score
- * Evidence of instructional and linguistic accommodations
- 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.

Refer to Promotion/Retention flowchart [[EIE \(REGULATION\)](#)] for procedures to follow for any student not meeting grade level expectations (see [Exhibits](#)).

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

See [Exhibits](#) for At-Risk Student Record.

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 or more school years;
2. Did not maintain an average equivalent to 70 on a scale of 100 in two or 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 for grades 7-12;
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 Pre-K - 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.