SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

SBISD Expectations for the Grading and Reporting of Student Progress in Elementary Schools

2019-2020

Table of Contents

Page

I. General Information—All Grades PK-5

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 work is vested solely in the professional staff of the school.

English as a Second Language (ESL) Learners

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 English Learners (EL) whose parents have waived the right to participate in Bilingual or ESL, the expectations are the same as for regular education students. The waived students will be graded according to regular education grading expectations, not Bilingual or ESL grading expectations.

Students with Limited English Proficiency (LEP) are at different stages of language acquisition. In assessing LEP students for mastery of the essential knowledge and skills, the District will be flexible with methods allowing English Learners to demonstrate knowledge or competency regardless of their oral or written fluency and skills 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(f):*** *Except in the courses specified in subsection (g) of this section, English as a second language strategies, which may involve the use of the students' home language, may be provided in any of the courses or electives required for promotion or graduation to assist the limited English proficient students to master the essential knowledge and skills for the required subject(s). The use of English as a second language strategies shall not impede the awarding of credit toward meeting promotion or graduation requirements.*

Expectations for Grading English Learners Students

Instructional accommodations for English Learners 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. A list of accommodations can be found at
https://projects.esc20.net/upload/page/0213/docs/EL%20Instructional%20Accommodations%20Checklist-Fillable.pdf

After being given appropriate linguistic accommodations, accessible reading materials, instruction using appropriate ESL methodologies, and participation in the RtI process with documented intervention sessions that include consistent linguistic accommodations and EL strategies as needed, if an EL does not demonstrate adequate measurable progress, the student may receive a failing grade.

1. Grading Specific to English as a Second Language (ESL)

    ESL classes provide modified instruction to enable students to become proficient in the English language 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 teacher is 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 ELs are not appropriate. The focus should be on instructional and classroom assessment practices for newcomer ELs 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**, the reporting of grades *may be* deferred for up to three weeks for recent immigrants, non-English-speaking students. If a recent immigrant is enrolled during an **assessment window**, it is encouraged to assess the student in order to obtain a baseline and personalize the supports and lessons, rather than a score. The newcomer would then be assessed for a grade the following testing window. This applies to all content areas.

   d. When necessary, tests must be modified to accommodate the student's proficiency level in English. These accommodations must reflect RtI support if appropriate and align with the EL language accommodations https://projects.esc20.net/upload/page/0213/docs/EL%20Instructional%20Accommodations%20Checklist-Fillable.pdf

   e. All grade level content TEKS must be taught through accommodated instruction, pacing, include language objectives, and materials to ensure all ELs have every opportunity for mastery of the TEKS.

2. Grading of English Learners 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 ELs have every opportunity for mastery of the TEKS (refer to SBISD *itslearning* curriculum).

   c. When necessary, as determined by the LPAC, tests must be modified to accommodate the student's proficiency level in English.

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 expectations. These considerations are fully discussed in the Special Education section.

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 at Wildcat Way School for Early Learning. Kindergarten advancement into first grade will follow the same calendar as other elementary grades. 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 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.

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 1st 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. (MAP, DRA/EDL, Observation Survey, or C.I.R.C.L.E. Progress Monitoring Assessment in Prekindergarten). Explain goals you have 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 you should address the following as well:

Show the required reading selections for Mid-Year and End-of-Year DRA/EDL. Show a sample of what the student is able to read, the child's running record, and the grade level DRA/EDL. 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.

Spring Conferences—Mid-year Grade Placement Committee

Teachers are required to confer in the third nine weeks with parents of students in danger of failing or being retained. Please refer to page 23, "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

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 with the use of proficiency scales and SBISD RtI process.

Prekindergarten 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

District-created proficiency scales provide the baseline for the creation of formal and informal assessment tools. 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 you observe all of the children regularly;

4. Involve others in observing children if you have doubt about your perceptions or need a "second opinion;"

5. Observations are reflective of both the student's process and product.

Examples of formal and informal assessments include:

Formal assessments:

- C.I.R.C.L.E. (Prekindergarten)
- MAP (Kindergarten)
- DRA/EDL (Kindergarten)
- Observation Survey (Kindergarten)
- Running Records (Prekindergarten and Kindergarten)
- Pre-IPT (Bilingual and ESL students in Prekindergarten)

Informal assessments:

- Anecdotal Records—these informal assessments should include a date and should have a targeted purpose
- Data Collection forms—frequency charts, checklists, rubrics
- Student Work Samples/Portfolio

Grading—Grades 1-5

Similarly to PK-K, grading in 1st-5th should be a balance of formative and summative assessments. These assessments should be collected over the course of the nine weeks to give an accurate picture of student growth. Grades should be taken routinely, and reported in SKYWARD© within a week of being given. 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 realtime grades also serves to support the RtI process effectively.

Using the Professional Learning Community model for planning, teams should 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 and become aware of themselves as a learner. Homework should not be used for assessment and to that end should not be taken for a grade.

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*).
- 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 from Student Support Committee (SSC) [*Section 504*, Special Education]; linguistic accommodations for instructional and assessment of EL students.
- Label and date each entry. Identify what is graded.
- 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 must reflect 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 should be recorded as the actual number grade or percentage the student answered correctly. Teachers should utilize the tools in SKYWARD© to notate 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 Elementary School 1st grade will replace numerical grades in language arts, math, science, and social studies with standards based reporting for 2019-2020. By providing

standards based reporting, parents will receive information about their student's level of mastery based on the TEKS. This data will reflect the student's personalized progress and give an accurate picture of what the student is able to do within the TEKS (Standards) of the grade level.

Projects

- Projects completed in class under the direction of the classroom teacher should reflect student work and can be graded.

- Major projects should have rubrics with check points at each step for student feedback, and should include a monitoring system for the teacher to make adjustments for the student as needed.

- Projects assigned as independent work that are completed mostly at home are to be counted as homework, which means the project may not be counted as a grade.

SKYWARD© Evaluation Codes

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

90–100	(**A**)	=	Excellent Progress
80–89	(**B**)	=	Good Progress
75–79	(**C**)	=	Average Progress
70–74	(**D**)	=	Limited Progress
69 or below	(**F**)	=	Failing Grade

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

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

- **N** – Needs to improve

- **U** – Rarely follows class rules, is disruptive in class, rarely tries his/her best and rarely has a positive attitude in class, rarely on task

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 *Exhibits*)

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 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 **A**s and **B**s 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 SSC facilitator to determine if a SSC is necessary. **All Below grade level students should be in RtI.**

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 allows for the belief that all students learn at a varied pace and with differentiated methods. Reteaching and reassessing gives students an opportunity to show mastery of content over time. To this end, 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. If 60% or more of the class does not demonstrate mastery of a concept, teams should reflect and evaluate the effectiveness of the instruction and the assessment task and tool. Additionally, the grade should be dropped and reteaching/retesting is required.

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). If the student is considered an EL, documentation must also include EL strategies implemented and a language objective aligned to TEKS/content objective.

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

- observation (oral response or demonstration) with anecdotal records

- student created projects

- retesting

- identifying strengths in L1 and provide opportunities using teacher strategies (LIAG, pages 25-49) for EL to transfer skills to L2.

Retesting generally applies to Language Arts, Mathematics, Social Studies, and Science in grades 1-5. Campus leadership should determine 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 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.
- All teachers must address the student's instructional needs through RtI, team support, or other campus/district support.

District Assessments

Prekindergarten

- Bilingual and ESL students are given the Pre-IPT to measure growth in the English language.
- The C.I.R.C.L.E Progress Monitoring instrument will be used to assess reading and math at the beginning, middle, and end of year.

Kindergarten

- MAP Growth Reading and Math will be administered beginning, middle, and end of year.
- MAP Reading Fluency will be administered end of year (Dyslexia Screening requirement)
- Observation Survey will be administered beginning, middle of year
- As needed:
    * Running Records

Grade 1

- MAP Growth Reading and Math will be administered beginning, middle, and end of year.
- MAP Reading Fluency will be administered beginning, middle, and end of year (Dyslexia Screening requirement for mid-year)
- As needed:
    * Running Records

Grades 2-5

- Priority Standard Assessments (PSAs)
    * Math–Grades 2-5
    * Reading–Grades 3-5
- MAP Reading Fluency, Reading and Math will be administered beginning, middle, and end of year.
- Running Records
- As needed:

Monitoring and Feedback

Writing 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.

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.

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.

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. Remember that the number of grades stated is a minimum number; more grades can be taken.

Prekindergarten English Language Arts Checklist

(can be found on the district web page—Grading Expectations Exhibits)

Kindergarten English Language Arts Checklist

(can be found on the district web page—Grading Expectations Exhibits)

Language Arts	1	2	3	4	Language Arts Continued	1	2	3	4
Names parts of a book (front, back, pictures, print)					Uses punctuation at end of a sentence				
Knows print has meaning					Capitalizes first letter in sentence				
Knows we read from right to left					Uses writing implements with increasing control				
Knows we read from top to bottom					Plans a first draft of writing by generating ideas through class discussions				
Uses correct starting point when reading					Uses elements of the writing process to compose text				
Demonstrates 1:1 correspondence					Dictate or write information for lists, captions, or invitations				
Uses return sweep when tracking					Develops drafts by sequencing details in a story				
Demonstrates turning pages front to back					Uses complete simple sentences				
Distinguishes letters and words					Speaks in complete sentences				
Recognize that a sentence is composed of words					Writes short poems				
Identifies 25 high frequency words					Writes expository and procedural text				
Distinguishes orally presented rhyming pairs of words from non-rhyming pairs					Listens attentively to books read aloud and asks questions to clarify information				
Generates a word that rhymes in response to a spoken word (e.g. What rhymes with hat?)					Asks and responds to questions about texts read aloud				
Identifies syllables into spoken words					Predicts what might happen in a story				
Blends sounds to form one-syllable words					Describes characters in a story and the reasons for their actions				
Blends first part of word with last part to form simple words					Identifies elements of a story including setting, character, and key events				
Segments spoken one-syllable words into 2 to 3 sounds					Retell or act out important events in stories				
Recognizes alliteration in spoken words					Make inferences based on the cover, title, illustrations, and plot				
Uses knowledge of letter-sound relationships to decode regular words					Identify topic and details in expository text heard or read				
Uses letter-sound correspondences to spell CVC words					Retell important facts in a text, heard or read				
Identifies letter names					Uses titles and illustrations to make predictions about text				
Uses phonological knowledge to match sounds to letters					Uses a picture dictionary				
Matches upper case and lower case letters					Identifies and uses words that name actions, directions, positions, sequences, and locations				
Forms letters upper- and lower-case letters legibly					Identify and sort pictures or objects into conceptual categories (e.g., colors, shapes, textures)				
Writes own name, capitalizes first letter only					Identify the meaning of specific signs (e.g. traffic signs, warning signs)				

Grade 1 English Language Arts Grading Expectations

Minimum of 9 grades	
Reading – 40% Minimum of 4 grades (one grade from each category)	• Oral reading assessment (Running Records) including comprehension, decoding/accuracy, and fluency • Reading assessment that assesses comprehension (such as making inferences, monitoring and adjusting, making connections) • Observation of comprehension using district rubric in small or large group discussion • Combination of multiple student reading responses ("during" or "after" reading)
Writing – 40% Minimum of 3 grades	• 1 unprompted, student-selected, final composition scored after students have gone through the writing process • 2 grades on craft using district rubrics

Spelling – 10%
1 cumulative grade
	• Combined average of:
	  o Spelling assessments
	  o Transfer of spelling knowledge to written work

Oral Language – 10%
1 cumulative grade
	• Using a teacher-created rubric, assess a student's ability to communicate effectively after reading or writing
	  o Speaking clearly at an appropriate pace
	  o Using the conventions of language

Handwriting – E, S, N, U 1 grade that reflects student's progress in acquiring legible and fluent handwriting that includes correctly-formed letters and spacing	

Grades 2-5 English Language Arts Grading Expectations

Minimum of 11 grades	

Reading – 40%
Minimum of
5 grades
(at least one grade
from each category)
	• Oral reading assessment (Running Records) including comprehension, decoding/accuracy, and fluency (retellings or summaries)
	• 2 comprehension assessments may include:
	  o Open-ended responses
	  o Short-answer responses
	  o Written retellings or summaries
	  o Literary responses
	• Observation of comprehension using district rubric in small or large group discussion
	• Combination of multiple student reading responses ("during" or "after" reading)

Writing – 40%
Minimum of
4 grades
(at least one grade
from each category)
	• On-demand (teacher assigned) composition
	  o Student completed the writing process (drafting, revising, editing, final copy)
	  o Scored using a district rubric
	• Student-selected writing focused on craft
	  o Student completed the writing process (drafting, revising, editing, final copy)
	  o Scored using a district rubric
	• Observation to assess student understanding of purposes, formats, and conventions of writing that may occur during peer or teacher-led discussions within the writing workshop
	• Collection of student responses

Spelling – 10%
1 cumulative grade
	• Combined average of:
	    o Spelling assessments
	    o Transfer of spelling knowledge to written work

Oral Language – 10% 1 cumulative grade	• Using a rubric, assess a student's ability to communicate effectively after reading or writing
Handwriting – E, S, N, U 1 grade that reflects student's progress in acquiring legible and fluent handwriting that includes correctly-formed letters and spacing	

Grades 1-5 English as a Second Language (ESL) Assessment

In addition to Language Arts grades, bilingual students and ESL students in mainstream classrooms will also be given a grade for ESL. The ESL 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 TELPAS ratings or initial LPAC data from the Welcome Center.
2. Evaluate this grade in light of teacher observations, student work samples, portfolios, etc. within all content areas.
3. Record grade of *"Developing as Expected (DE)"* or *"Continuing to Develop (CD)."*
4. At the beginning of each 9 weeks and based on student's English Proficiency level, the teacher and students will set an individualized Listening, Speaking, Reading and Writing goal with the student. At the end of each grading period and based on student's performance, a teacher will give a score of *"Developing as Expected (DE)"* or *"Continuing to Develop (CD)"*.

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)
30%	**20%**	**50%**
Minimum of 3 grades	*Minimum of 3 grades*	*Minimum of 3 grades*
• Observations (using a rubric) • In-class independent work • Checkpoints • Station (center) products • Other evidence of learning	• Fluency (number talk, math fact strategy/recall practice) • Journal reflections (explain thinking through models, pictures, or words) • Written responses to concepts (i.e. exemplars)	• Unit Progress Checks/ Common Formative Assessments (every 2-4 weeks) • In-class projects (aligned to proficiency scale; graded with rubric)

Grades 1-5 English as a Second Language (ESL)
Mathematics Classroom Grading Expectations

REFER TO SECTION: English as a Second Language (ESL) Learners

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)
30%	**20%**	**50%**
Minimum of 3 grades	*Minimum of 3 grades*	*Minimum of 3 grades*
• Observations (using a rubric) • In-class independent work • Checkpoints • Station (center) products • Labs (for science) • Other evidence of learning	• Fluency (ability to articulate science concepts; able to read and interpret charts, graphs, and tables) • Journal reflections (explain thinking of learning) • Written responses to concepts	• Unit Progress Checks (every 2-4 weeks): short-answer, performance tasks, open-ended, concept cartoons, multiple-choice, etc.) • In-class projects (aligned to proficiency scale; graded with rubric)

Grades 1-5 Social Studies Grading Expectations

Concept Development (checkpoint/exit ticket)	**Concept Literacy** (reading, writing, speaking, listening)	**Concept Mastery** (big ideas, multiple concepts/skills)
50%	**20%**	**30%**
Minimum of 3 grades	*Minimum of 2 grades*	*Minimum of 2 grades*
• In-class independent work • Station (center) products • Collaborative skills • Other evidence of learning	• Journal reflections (explain thinking of learning)	• Formal assessments • In-class projects

Grades 1-5 English as a Second Language (ESL) Science and Social Studies Grading Expectations

REFER TO SECTION: [English as a Second Language (ESL) Learners](#)

Enrichment Areas

Visual Arts

1. Each 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.

    - 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. Each 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.

    a. 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.

    b. 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.

    c. 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.

    d. 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

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 will be used to determine the conduct grade.

1. **Health Fitness Requirements**: each student will have a **minimum** of 6 grades in the 1st nine weeks and 8 in each of the 2nd through 4th nine weeks. These grades are derived from an average of each of the following categories:

    A   **Active Participation** is 55% of the total grade: a minimum of 4 grades on TEKS being taught. Students will be assessed by demonstrating active participation and appropriate attire 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. Students will be given cognitive assessment to evaluate skill achievement based on observable skill understanding.

Use the following formula to calculate the Health Fitness grade:

        A – Active Participation = 55%

        B – Skills/Motor Development = 35%

        C – Cognitive Development = 10%

    A = average of Participation grades x 0.55

    B = average of Skills/Motor Development grades x 0.35

    C = average of Cognitive Development grades x 0.1

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

2. Grades

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

   S – Satisfactory (75-89) indicates proficient achievement; applies to vast majority of students

   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 PK-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 as outlined in the 2016 ISTE Standards for Students:

a. Empowered Learner—Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

b. Digital Citizen—Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

c. Knowledge Constructor—Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

d. Innovative Designer—Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

e. Computational Thinker—Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

f. Creative Communicator—Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

g. Global Collaborator—Student use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Grading Expectations for Students with Disabilities Receiving Services under the Individuals with Disabilities Education Act (IDEA)—Special Education

Students with disabilities receive instruction in a variety of settings as determined by the Admissions, Review & Dismissal (ARD) Committee. Each student with a disability must have an individualized education plan (IEP) based on the Texas Essential Knowledge and Skills of their enrolled grade level that is properly developed, implemented, and maintained in the least restrictive environment that is appropriate to meet the student's educational needs.

General Grading Considerations for Students Receiving Services under IDEA

- 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.

- A separate grading system should not be applied to students with disabilities. There should be no indication on the report card that adjustments have been made to the grade.

- Students who receive instruction in a general education classroom and are instructed by a general education and special education teacher, as well as students who receive part of their instruction in a general education setting and part in a special education setting may receive a grade for this subject that is jointly determined by the general education and special education teacher. Refer to *Exhibits* for an example of how grades can be determined.

- Testing methods must allow the student with disabilities to demonstrate knowledge and skills no matter his/her disability. If alternate testing methods are required, they should be documented in the IEP.

Accommodations, Modifications, and How IEP Goals Impact Grading for Students with Disabilities

Accommodations and modifications are adaptations determined by the ARD committee to allow students to access and make progress in the general education curriculum.

Accommodations

Accommodations are changes in how the student accesses grade level content and materials. They do not change the learning standards for the student, but allow the student to participate in and demonstrate mastery of the general curriculum. Accommodations are intended to reduce or even eliminate the effects of a student's disability but do not reduce learning expectations. An accommodation is a change that is necessary and does not fundamentally alter or lower the standard or expectations, but may change the manner in which students demonstrate mastery of knowledge or skills. The ARD committee determines when it is necessary to provide accommodations for a student with a disability.

Modifications

Modifications are practices and procedures that change the nature of the task or target skill. A modification is a change that is necessary for a student to access and make progress in the general curriculum. Modifications fundamentally alter or lower the standard or expectations for the student.

Grades are based on student performance on assignments/assessments with the IEP designated modifications.

An ARD committee may decide that a student needs specific accommodations and/or modifications for instruction while needing different accommodations and modifications for assessment.

1. Failing Grades

   It is required that the IEP of a student with disabilities be implemented consistently. If a student with a disability is receiving failing grades, the teacher (general education and/or special education) must have documentation that the specially designed instruction and supports are being implemented. The specially designed instruction could include accommodations and/or modifications, in-class support, behavior intervention plan, academic and/or functional goals and/or objectives as determined by the ARD committee and outlined in the IEP. The documentation could include work samples showing modification or accommodation, lesson plan adjustments, grade book notations, and/or notes on the teacher copy of the IEP

document. Additional interventions used for all students should also be documented, e.g. parent contacts, student conferences, tutoring, etc.

If a student with a disability continues to fail despite appropriate and documented implementation of the IEP, the student may receive a failing grade. However, failing grades should alert the teacher to request an ARD Committee review.

2. Retention/Promotion

    The retention and promotion of students with disabilities generally follows the same policies as students without disabilities. The ARD Committee serves as the Grade Placement Committee for students receiving Special Education services.

Grades PK-5

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 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.
- All work missed shall receive one day of make-up time for each day absent.
- Teachers may assign a late penalty to any assignment turned in after the due date in accordance with previously established expectations approved by the principal and disseminated to students.

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 his/her best and has a positive attitude in class, always on task

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

N – Needs to improve

U – Rarely follows class rules, is disruptive in class, rarely tries his/her best and rarely has a positive attitude in class, rarely 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.

III. Expectations for Reporting to Parents— Grades PK-5

Prekindergarten—Reporting to Parents

Report Card Domains

The report card for Prekindergarten 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 ESL 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 should refer to the TEA Prekindergarten Expectations 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 and student results on the C.I.R.C.L.E. Progress Monitoring instrument. ESL indicator will only appear after teacher checks program participation box.

Prekindergarten for three-year-olds will also use the PK-K Report Card.

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 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

First Nine Weeks: Teachers share checklist information with parents at the fall parent conference. The conference form is found in *itslearning* under Prekindergarten Curriculum. 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. (see *Exhibits*)

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.

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 ESL 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:* "We continue to work on strategies for when we come to an unknown word. 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 ELs 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 Oral Language Proficiency are **required** for bilingual and ESL students. Reporting of progress in acquiring English for students in a Bilingual/ESL program and students in an ESL/Mainstream program is done by using **English Language Progress Monitoring for Report Cards**. (see *Exhibits*)

On the ESL line of the report card, 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 found in *itslearning* under Kindergarten Curriculum. 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 K-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 by sending an unsatisfactory grade notice.

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.

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). 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 lower for *grades 1-5*** is given, the teacher **must** include comments 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 comments that best describe the student's problem area.
   - Attach a conference request form (see *Exhibits*) 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.

Grading of Recent Immigrant Students in ESL Programs

REFER TO SECTION: English as a Second Language (ESL) Learners

Response to Intervention (RtI) / Student Support Committee (SSC)—Grades PK-5

Tier 1—Prevention

The goal of public education is for every student to have equitable access to the essential grade level curriculum, with effective initial instruction that addresses differences in ability, access to education, language, behavior, and learning style. If a student is having difficulty mastering the essential grade level curriculum, the teacher should use data from screening and diagnostic assessments 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

Tier 2—Interventions and Extensions

When students do not demonstrate proficiency in the essential grade level curriculum and/or exhibit behavioral/social problems, interventions to provide additional time and supports are provided and a Student Support Committee (SSC) meeting must be scheduled. A staff member, data study team, or a parent can initiate the SSC process by contacting the school's designated SSC facilitator. 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 accommodations, interventions, and/or strategies at the SSC meeting.

The SSC may determine that student performance would be enhanced through accommodations and/or interventions/strategies in the classroom setting. A SSC team documents recommended accommodations, interventions, and/or methods/strategies on the SSC Accommodations and/or Intervention Summary forms. SSC members may also recommend materials, programs, and support personnel to promote student success. The SSC 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 demonstrates progress in the essential grade level curriculum, the student may move to Tier 1 (Prevention) supports.

If the student's progress in the essential grade level curriculum is insufficient after a reasonable period of time, additional SSC meetings must be scheduled to review progress documentation of interventions and/or accommodations tried, as well as any additional data obtained to refine SSC Accommodations and/or Intervention Summary forms. Interventions and supports may be adjusted and monitored for an additional period of time if needed.

Tier 3—Intensive Remediation in Universal Skills

The SSC Committee, at some point, may determine that further supports are necessary and request additional academic and/or behavioral assessments.

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

- Continue/revise the SSC Intervention Summary and/or SSC Accommodations

- Implementation of intensive supports and resources to promote student growth in universal and foundational skills to include specialist support in addition to supports provided at Tier 2

- The need for additional academic and/or behavioral data

Accommodations—Grades PK-5 General Education Students

Accommodations to the general instructional program are determined by a SSC (SSC and *504* accommodations) Committee with input from a LPAC Committee representative, when applicable. These accommodations are documented in the student's SSC 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 SSC, *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 (Prekindergarten 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.

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.

IV. Promotion and Retention

Promotion

Grade Placement Committee

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.

Parent-requested retention: Parents need to be informed of implications regarding optional retention. Parents may request retention; however, the decision is the responsibility of the Grade Placement Committee.

Parent refusal of retention: Refer parent to principal.

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 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 *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 (see *Exhibits*) 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 (see *Exhibits*) to document what is discussed.

   - Show the required reading selections for Mid-Year and End-of-Year DRA or MAP. Show a sample of what the student is able to read, the child's most recent running record, and the grade level DRA or MAP RIT score. 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 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 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.

7. 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

Prekindergarten Grade Retention

Prekindergarten students are not to be retained except in unusual circumstances. 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. 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 Grade Retention*

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. [**Board Policy 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. If the student is an EL, provide your evidence for linguistic support i.e. language objectives, EL strategies, etc.

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

First–Fifth Grade Retention

For students in first–fifth grade, promotion to the next grade level shall be based on an overall average of 70 (or S) on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 (or S) or above in language arts and mathematics, and either science or social studies. A matrix using *Light's Retention Scale* shall be part of the decision-making process. See **Board Policies EIE (LOCAL), EIE (REGULATION)**, and **EIE (EXHIBIT)**.

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 STAAR, 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 STAAR. 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 STAAR.

Retention of Students with Disabilities

For students who receive special education services, decisions about promotion and retention are made by the ARD committee in accordance with the Grade Placement Committee Manual and current policy. According to **Board Policy EIE (LEGAL)**, *"A student who is receiving special education services, including an ELL, 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 as outlined in the official SSI manual. The student's admission, review, and dismissal (ARD) committee shall determine appropriate assessment and accelerated instruction for the student. Decisions regarding assessments for ELLs who receive special education services shall be made by the ARD committee in conjunction with the LPAC."* *Education Code 28.0211(i); 19 TAC 101.2003(d), (f)*

Retention of English Learner (EL) Students in Bilingual or ESL Programs

- EL 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 learners 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))*

- If students demonstrate progress in English language acquisition, as documented by TELPAS, have shown academic progress at their level of language proficiency, and teacher has provided linguistic supports and EL strategies, 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, materials, *and* documentation of the use of appropriate ESL teaching strategies support the decision to retain. Retention is appropriate only when extensive accommodations have been successful as documented through the SSC 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 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;

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.