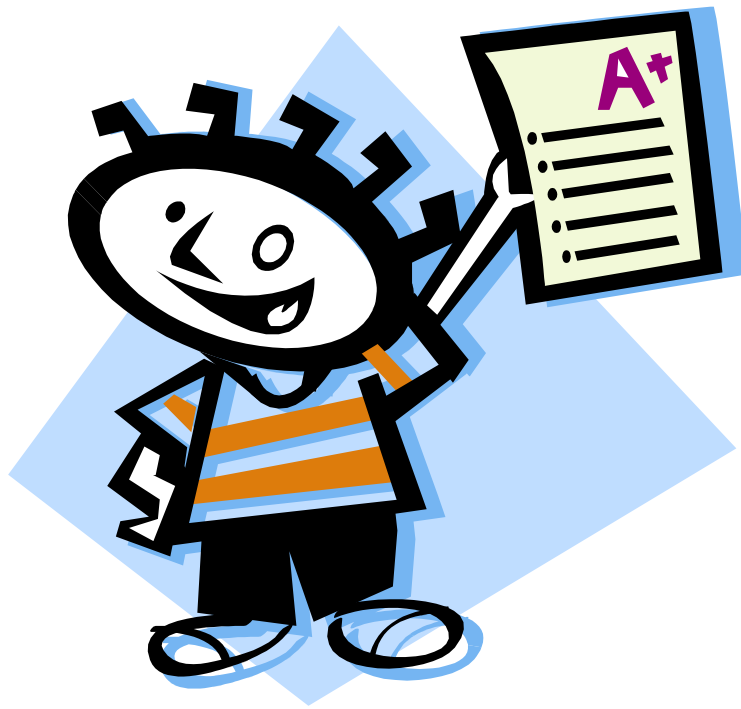


Elementary Grading/Reporting Guidelines



**North East Independent School District
San Antonio, Texas
Effective Fall 2007**

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Fall 2006 Elementary Grading/Reporting Revision

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FOREWORD

Grading is the process by which a teacher assesses student learning and progress towards the mastery of the Texas Essential Knowledge and Skills (TEKS). Grading is part of the whole teaching and learning process, therefore the process must include: establishing clear learning goals; setting standards and evaluative criteria; constructing assessments and other assignments that will assess learning; guiding student learning; and implementing changes in instruction that are based on assessment information and data. Another essential part of the grading process should be providing clear and consistent feedback to students in such a way as to motivate students to focus on and ultimately take responsibility for their own learning.

Reporting is the process by which the teacher communicates information to parents/guardians about student mastery of subject content and skills. The reporting process should include a combination of returned graded assignments, progress reports, e-mails, telephone conversations, conferences and report cards. Reporting should be done in a clear and timely manner so that parents/guardians may review and support their child's learning.

The purpose of this manual is to provide a consistent set of grading and reporting guidelines for elementary teachers and administrators. The guidelines adhere to the requirements of the Texas Education Code (TEC), the Texas Administrative Code (TAC) and North East Independent School District (NEISD) policies and regulations.

This manual is:

1. A tool which will foster consistency in grading and reporting student achievement and in promotion and retention practices across the District
2. A description of the District's grading system
3. An outline of tasks relating to the assessment of student's academic work, social behavior, work habits and conduct
4. A reference which will encourage a better understanding of grading, reporting and promotion by teachers, parents, and students

GRADING PHILOSOPHY

Effective teachers use grading as part of the intricate process of learning. Using the TEKS as the foundation of the curriculum, they begin by thoughtfully considering what the students already know and what they need to learn. They construct assignments and assessments that will both teach and assess that learning. They establish fair, clear standards and criteria and they apply those criteria consistently to student work. They use previously shared rubrics when assessing the students' skills in order to be fair and consistent. They offer feedback to their students in the form of comments and grades and provide meaningful opportunities within the classroom setting for their students to assess their own work. Finally, teachers use what they learn from the grading process to improve and differentiate their teaching.

Standards-based tests and quizzes yielding numerical grades represent only one aspect of evaluating student learning. A broader perspective of grading calls for multiple assessment techniques, such as, but not limited to: portfolios, projects, presentations, reading logs, journals, observations, student conferencing, cooperative learning and role-plays. Using many different evaluation strategies will elicit more opportunities for student success. It is logical that the varied activities and skills in our classrooms today require different methods of evaluation. Moreover, when teachers allow students opportunities to choose a form of evaluation to demonstrate their mastery, it gives them a sense of ownership in the learning process.

As lifelong learners, students must be prepared to create, problem solve, synthesize, predict, draw conclusions and make inferences about themselves and their world. The teacher creates and sustains a learning environment by basing grades on the students' knowledge and skills as demonstrated by a wide variety of assessments.

Grading helps the teacher to:

1. Communicate progress to the student and parent towards the mastery of the TEKS
2. Appraise the effectiveness of teaching strategies and modes of instruction
3. Evaluate strengths and needs of each student

Grading helps the student to:

1. Evaluate and see personal progress towards the mastery of the TEKS
2. Recognize how work may be improved
3. Set his/her goals for future learning

Grading helps the parent/guardian to:

1. Be knowledgeable about the student's progress towards the mastery of the TEKS
2. Guide and assist the student in making academic and social progress
3. Encourage the student to give maximum performance in academic areas

MASTERY OF THE TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

North East Independent School District teachers rely on the Texas Essential Knowledge and Skills (TEKS) and the district's scope and sequence to determine the content on which mastery is based. Teachers create lessons that reflect the TEKS targeted at their grade level and include assessment strategies appropriate to learning. Teachers utilize a variety of methodologies, materials and pacing to ensure that instruction is appropriately delivered.

Mastery of the TEKS ensures that students know how to do a specific learning task; that there is a high degree of understanding; that specific skills are retained by the student and can easily be transferred to other areas of learning and into daily use when appropriate; and that quick recall ultimately becomes internalized.

Ongoing assessments are utilized to determine each student's mastery level and need for remediation as appropriate. These assessments include District benchmark tests, common assessments, teacher-made tests, teacher observations, work samples and student participation.

Recording mastery at each nine-week grading period and/or end of the year does not guarantee lifelong mastery, nor does it relieve teachers of the responsibility of reviewing content as a part of ongoing instruction.

STATE ASSESSMENTS

The Texas Primary Reading Inventory (TPRI) provides teachers at K, 1st, and 2nd grade with individual student's reading abilities. The Texas Assessment of Knowledge and Skills (TAKS) is utilized to measure student success in mastering the TEKS at 3rd, 4th, and 5th grade.

Alternative state assessments may be administered to students in District programs, such as Special Education, Bilingual or English as a Second Language (ESL). The type of assessment is determined by a special education student's Admission Review Dismissal (ARD) committee or by a limited English proficiency student's Language Proficiency Assessment Committee (LPAC).

Grading

I. **BASIS FOR GRADING BY SUBJECT**

Grades in each subject will reflect a student's progress in a well-balanced curriculum made up of oral, written and participatory activities that encompass higher order thinking skills. The curriculum will reflect the Texas Essential Knowledge and Skills (TEKS). The teachers will use a variety of instructional methods and strategies to help each child master the TEKS of each subject in a manner most appropriate to him/her.

- A. Reading – Ability to gain information and pleasure from written material and to develop and apply critical thinking skills by:
 - 1. Understanding what is read as evidenced by identifying purposes and main ideas, locating information, drawing conclusions and summarizing text
 - 2. Developing vocabulary
 - 3. Utilizing word attack skills
 - 4. Applying good reading habits and skills as evidenced in content and voluntary reading activities
 - 5. Developing reading fluency

- B. Language Arts – Ability to clearly communicate ideas in oral and written form by:
 - 1. Developing listening skills as evidenced by understanding and retelling information from a variety of genres
 - 2. Developing oral and written language skills
 - 3. Understanding and applying the writing process
 - 4. Spelling familiar and unfamiliar words in functional writing throughout all curricular areas (Spelling is taught as a tool to assist students in expressing themselves in writing.)

- C. Mathematics – Ability to apply problem solving strategies in the real world by:
 - 1. Solving mathematical word problems
 - 2. Developing an understanding of mathematical concepts, vocabulary and processes
 - 3. Utilizing accurate computations

- D. Science – Ability to utilize scientific inquiry in the field and classroom by:
 - 1. Understanding and applying the scientific method
 - 2. Questioning and interpreting scientific data
 - 3. Applying science concepts to real-life situations
 - 4. Developing scientific vocabulary

- E. Social Studies – Ability to understand the different components of our world, such as its history, geography and cultures by:
 - 1. Actively participating in a variety of learning activities, including research, reporting, discussion, problem solving, map study and projects
 - 2. Utilizing resource materials, such as books, periodicals, maps, globes, current events, resource people, community resources and communication media (i.e. newspapers, internet, etc.)
 - 3. Developing an understanding and appreciation of other cultures

- F. Health – Ability to understand, communicate and problem solve health issues and behaviors that affect a person’s health throughout life by:
 - 1. Understanding behaviors that will reinforce a healthy and safe lifestyle
 - 2. Demonstrating decision-making skills to create a habit of a healthy lifestyle
 - 3. Understanding the basic structure and function of the human body and how it relates to personal health

- G. Handwriting – Ability to communicate in manuscript or cursive writing as age appropriate by:
 - 1. Using correct formation, size, slant, and spacing of letters and words
 - 2. Writing in a legible manner

- H. Art – Ability to perceive, create and evaluate artworks by:
 - 1. Developing and organizing ideas from the environment
 - 2. Expressing ideas through a variety of media
 - 3. Demonstrating an understanding of art history and culture
 - 4. Expressing ideas about artworks

- I. Theater Arts – Ability to communicate in dramatic form by:
 - 1. Interacting with other students
 - 2. Exhibiting creative expression and performance

- J. Music – Ability to understand music and its history by:
 - 1. Performing, reading and writing, analyzing, evaluating and describing musical sound
 - 2. Developing an understanding of the cultural background of music

- K. Physical Education – Ability to understand the influencing factors that affect a student’s growth in physical skills and to demonstrate competence in physical activities by:
 - 1. Learning and developing motor skills
 - 2. Understanding and applying safety practices associated with physical activities
 - 3. Understanding the benefits of daily physical activity and wellness

- L. Conduct – Ability to make appropriate choices that maintain good citizenship in the school setting by:
 - 1. Exhibiting respect for self, others and all property
 - 2. Following directions given by campus personnel
 - 3. Following all campus procedures, rules, and regulations

- M. Work Habits / Social Behaviors – Ability to apply personal skills that will promote academic success by:
 - 1. Remaining on task during instruction
 - 2. Participating in class as directed
 - 3. Exhibiting behavior conducive to the learning of self and others
 - 4. Respecting self, others and all property
 - 5. Cooperating with classmates and adults

II. **GRADING IN SPECIAL PROGRAMS**

A. Special Education Program

- 1. Any variations in District grading procedures should be related to the student's specific disability, which shall be determined by the Admission, Review and Dismissal (ARD) committee and included in the student's individual education plan (IEP).
- 2. Consideration should be given for evaluating the academic progress of children who are qualified for special education so they will not be penalized because of their handicapping condition.
- 3. Grades for these students must be based on performance that demonstrates progress toward mastery of the TEKS following the application of the ARD recommended accommodations and/or modifications intended to increase the potential for successful student learning.
- 4. It is important that the level of TEKS instruction and content expectations are clearly articulated in a student's IEP, along with accommodations and/or modifications related to measuring mastery. This information is critical for teachers to develop appropriate classroom evaluations and make decisions regarding statewide assessment.
- 5. Grades can be reported by the special education teacher, the general education teacher, and/or a combination of both teachers as determined by the ARD.

B. Bilingual and English as a Second Language (ESL) Programs

1. ELL students are not exempt from grades.
2. All ELL students, including “newcomers,” should receive a grade based on the state’s ESL TEKS in all subjects for each nine-week grading period.
3. ELL student grades should reflect their linguistic accommodations and modifications as determined by the student’s Language Proficiency Assessment Committee (LPAC).
4. ELL students should not have failing grades based only on their inability to speak English.

C. Gifted and Talented (GT) Program

1. GT students are not held accountable for lessons/activities that take place in their homeroom when they are attending their GT class.
2. GT students may be required to complete homework assignments on the day they attend their GT class if they have been provided with the necessary instruction prior to the day of the assignment and their classmates were not given the opportunity to begin the assignment in class.
3. GT students should not be kept from attending their GT class in order to complete any assignment/activity required by their homeroom teacher. (This does not include field trips or assemblies.)

III. **GRADE REGULATIONS**

Teachers instruct and evaluate each child at his/her individual developmental level. Therefore, the checklist (Pre-K, K, 1st) and report card (2nd, 3rd, 4th, 5th) reflect the child’s individual growth and acquisition of the Texas Essential Knowledge and Skills (TEKS). [See Forms, Pages A to F-8]

- A. Teachers maintain student grades and progress on GradeSpeed, the District’s electronic grade book program. Teachers are expected to update their students’ grades on a weekly basis.
- B. Final grades for a school year are maintained in the student’s cumulative permanent record.

- C. Records of grades should include:
 - 1. Daily grades
 - 2. Observation notes
 - 3. Assessments
 - 4. Nine-week grades, Yearly Averages
 - 5. Absences and tardies

- D. Grades are recorded on a balance of entries from a variety of formal and informal assessments of student progress. (Benchmark grades should not be recorded in GradeSpeed, however, common assessment grades may be recorded.)

- E. Grades should be sufficient in number and category (homework, quizzes, tests, etc.) to reflect an accurate measure of a student's progress and achievement on mastery of the TEKS. *Each campus should determine the number of required grades per subject per nine-week grading period.

- F. Grades shall not be recorded on introductory skills.

- G. *Each campus should determine procedures for entering grades after a concept is retaught.

- H. *Each campus should determine procedures for entering failing grades of 50 and below. The campus has the prerogative of recording a student's actual numeric grade or of recording a 50 if the actual numeric grade is below 50. This practice should be consistent for the campus.

***Campuses should communicate these procedures to students and parents at the start of each school year.**

- I. The conduct grade should be an evaluation of the student's attitude and behavior and should not alter the grade in the academic area. *Each campus should determine criteria for each conduct grade.

- J. Teachers reserve the right to provide accommodations based on the student's individual, educational need.

- K. A student's grades shall be held confidential according to the Family Educational Rights and Privacy Act (FERPA) requirements.

- L. Grades may not be assigned nor bonus points added to the academic grades of students for bringing classroom supplies.

***Campuses should communicate these procedures to students and parents at the start of each school year.**

IV. GRADING SYMBOLS

A. Checklist for Pre-K, K, and 1st Grade

Symbol	NEISD Standards	Clarifying Statement
+	Consistent and Independent Performance	The student has mastered the knowledge and skills necessary for independent performance.
/	Developing Skill / Concepts	The student has demonstrated ability, but has not shown consistency or independent performance
-	Below Expectation	The concept or skill has been taught. The student has not shown sufficient evidence of necessary knowledge and skills.
	Has not been evaluated	The concept or skill has not been evaluated this grading period.

B. First Grade Independent Benchmark Reading Level Codes

A	Kinder	J	Second Grade
B	Kinder/First Grade	K	Second Grade
C	Kinder/First Grade	L	Second Grade/Third Grade
D	First Grade	M	Second Grade/Third Grade
E	First Grade	N	Third Grade
F	First Grade	O	Third Grade/Fourth Grade
G	First Grade	P	Third Grade/Fourth Grade
H	First Grade/Second Grade	Q	Fourth Grade
I	First Grade/Second Grade	R	Fourth Grade

C. Grades for 2nd, 3rd, 4th, and 5th Grade – The statewide grading scale shall be used to explain grading ranges.

A	Grades from 90 to 100
B	Grades from 80 to 89
C	Grades from 75 to 79
D	Grades from 70 to 74
F	Grades 69 and below
NG	No Grade if student has not been enrolled in school for a sufficient length of time – or other extenuating circumstances

D. Grade reporting symbols used in Health, Handwriting, Art, Theater Arts, Music, and Physical Education

E	Indicates that achievement is Excellent
S	Indicates that achievement is Satisfactory
N	Indicates that achievement Needs Improvement
U	Indicates that achievement is Unsatisfactory

E. Grade reporting symbols used for Conduct – The conduct grade is an evaluation of the student’s behavior and attitudes for a nine-week period of time and is based on a systematic discipline plan. Although academic grades may not be altered due to conduct, conduct is significant to academic achievement.

E	Indicates the student’s behavior is Excellent
S	Indicates the student’s behavior is Satisfactory
N	Indicates the student’s behavior Needs Improvement
U	Indicates the student’s behavior is Unsatisfactory

F. Work Habits/Social Behaviors – Teacher comment codes are placed on the report cards for use as appropriate

A = Achievement is outstanding	O = Bringing proper materials
B = Effort is commendable	P = Keeping desk/materials in order
C = Exhibits positive attitude	Q = Completing assignments on time
D = Participation is exceptional	R = Returning homework on time
E = Has shown improvement	S = Participating in class
G = Tutoring recommended	T = Respecting authority
H = Conference requested - please call the school office	U = Respecting rights/opinions of others
I = Listening attentively	V = Accepting responsibility for actions
J = Using time wisely	W = Exercising self-control
K = Following directions	X = Controlling talking
L = Showing consistent effort	Y = Taking care of school property
M = Working independently	Z = Instruction has been modified
N = Practicing neatness	# = Student is working below grade level

Note: The letter “F” was purposely left off this list so as not to confuse the letter with Failing.

V. **HOMEWORK GUIDELINES**

Education is a lifelong process which extends beyond the classroom; therefore, it is important for students to recognize that learning occurs in the home and community as well as in school. Homework is one means of teaching necessary independent study skills, while providing reinforcement and support of current and future learning. The review of homework should inform the student, parent and teacher of the student's progress toward mastery of the Texas Essential Knowledge and Skills (TEKS).

A. Campus responsibilities include:

1. *Determining the allowed length of time for homework per grade level
2. *Establishing procedures for accepting and/or grading late homework or no homework at all

B. Teacher responsibilities include:

1. Ensuring concepts included in a homework assignment have been taught and directions for the assignment have been explained
2. Assigning appropriate homework that meets student's needs
3. Considering the availability of resources and support when making homework assignments in order to ensure the value of the learning process

C. Student responsibilities include:

1. Understanding the homework assignment(s) before leaving school
2. Taking home all necessary materials to complete the assignment(s)
3. Completing homework and returning it to the teacher on time

D. Parent responsibilities include:

1. Encouraging good study habits by providing an appropriate environment conducive to studying and a set study time
2. Providing necessary assistance as needed
3. Assisting the child in the return of the homework assignment(s) to the teacher on time

***Campuses should communicate these procedures to students and parents at the start of each school year.**

VI. ABSENCES

Students must be in attendance for at least 90 percent of the days school is in session in order to receive credit for the school year.

VII. MAKE-UP WORK FOR ABSENCES

The students will be allowed reasonable time to make up work or tests missed due to excused absences.

- A. The teacher will decide if the work missed due to an absence, whether excused or unexcused, will be done as make-up work.
- B. Students will have one day to complete make-up work for each day of absence, with exceptions made due to severe or prolonged illness.
- C. For extended absences, make-up assignments shall be made available to students after two consecutive days of excused absence.

VIII. LATE WORK

Late work is defined as any assignment that is not turned in at the announced due date and/or time, with the exception of make-up work for excused absences.

- A. *Campuses should determine procedures for assigning late penalties to any assignment turned in after the due date.
- B. Extenuating circumstances may occur that are out of the student's control and prevent the completion and turning in of assigned work on the due date. It is the parent/guardian and student's responsibility to inform the teacher and/or administrator of any such circumstances so that an exception to the rule may or may not be granted.

IX. CHECKLIST AND REPORT CARDS

Checklists or Report Cards will be sent to parents/guardians at the end of every nine-week grading period. The progress of prekindergarten, kindergarten and first grade students will be documented on a checklist format, while the progress of second through fifth grade students will be documented on a report card.

The following information regarding each student's achievement is noted on the checklist or report card.

- A. A symbol/grade in each subject area
- B. The student's level for reading instruction (1st-5th)
- C. A conduct symbol/grade
- D. Comments about social behaviors and work habits
- E. Attendance
- F. Notification of student placement for the next school year

X.. CUMULATIVE RECORD FOLDER

The Cumulative Record Folder (CUM Folder) is the record which follows a student from entry to graduation from school. It contains the student's registration information, grades, attendance, standardized test scores and program information as appropriate.

- A. The school creates a NEISD CUM Folder for each student entering school in the District for the first time. This record is transferred to other schools when a student moves from one school to another within the District.
- B. For a student transferring into the District, the school places information from the student's past school into the NEISD CUM Folder.
- C. Each year, information, such as grades, attendance, standardized test scores, is added to the student's CUM Folder.

XI. ACCELERATED INSTRUCTION (REMEDIATION)

Acceleration is an integral part of the elementary instructional program and is an ongoing process. Frequent evaluation, both formal and informal, will determine the need for assistance. Remediation will be necessary for some students in order that they have every opportunity to master the Texas Essential Knowledge and Skills (TEKS).

According to the Texas Education Code, accelerated instruction must be provided to a student who does not meet the passing standard of the 3rd or 5th grade reading TAKS test or the 5th grade math TAKS test. Accelerated instruction must continue until the student has demonstrated proficiency on these grade advancement tests. The North East Independent School District's accelerated instruction programs are called the Reading Accelerated Program (RAP) and the Mathematic Accelerated Program (MAP). In addition to 3rd and 5th grade, these programs are also provided to identified students in Kindergarten (2nd semester) and 1st, 2nd and 4th grades.

Accelerated instruction promotes student success by:

- A. Providing frequent reinforcement and review
- B. Implementing the service at the time the need is identified
- C. Allowing the student to progress systematically through content
- D. Offering a variation in instructional approach, such as the use of new techniques, strategies, materials, opportunity for review, drill and practice

XII. RETEACHING

Reteaching is based on the philosophy that teachers should be consistently aware of ongoing student mastery or lack of mastery. The following procedures for reteaching are recommended:

- A. Teachers will monitor and identify students who need reteaching.
- B. Teachers will provide reteaching when necessary.
- C. Teachers will have a system of recording the results of the reteach.
- D. Consistency in approach to reteach grades should be established by each campus.

XIII. PROMOTION AND RETENTION

Students may be promoted or retained based on guidelines of NEISD and/or the Texas' Student Success Initiative. Determination of student promotion or retention must be a professional decision based on academic achievement. The campus principal will ultimately be responsible for the final decision regarding student promotion or retention.

- A. NEISD Guidelines – The following should be considered in making the determination of retention or promotion. [See Forms, Pages A to D]
1. Grades K-1
 - a. Reading level
 - b. Math level
 - c. Check List (70% mastery of the knowledge and skills necessary for independent performance)
 - c. Attendance (90% of the days school was in session)
 - e. Kinder parents that do not agree with retention must sign the Parent Request of Acceleration From Kinder to First Grade form. This form will be placed in the student's CUM folder.
 2. Grades 2
 - a. Reading level
 - b. Math level
 - c. Report Card Grades – To be promoted from one grade level to the next in grades 2-5, a student shall attain for the year an overall average of 70 or above. The overall average shall be derived by averaging the final numerical score for language arts, mathematics, social studies and science. In addition, a student shall attain an average of 70 or above in language arts (reading + language) and mathematics.
 - d. Attendance (90% of the days school was in session)
 3. Grade 3-5
 - a. Met standard on TAKS reading
 - b. Met standard on TAKS math
 - c. Met standard on TAKS writing (4th grade only)
 - d. Met standard on TAKS science (5th grade only)
 - e. Report Card Grades – To be promoted from one grade level to the next in grades 2-5, a student shall attain for the year an overall average of 70 or above. The overall average shall be derived by averaging the final numerical score for language arts, mathematics, social studies and science. In addition, a student shall attain an average of 70 or above in language arts (reading + language) and mathematics.
 - f. Attendance (90% of the days school was in session)

B. Grade Retention and Acceleration Plans [See Forms, Pages G]
An instructional plan must be created for any student that is retained or accelerated to the next grade level. This plan should be given to the student's teacher for the next school year and a copy should be placed in the student's CUM folder. If a student is accelerated to 6th grade, the receiving principal and counselor of the receiving school should also receive a copy of the student's Acceleration Plan.

C. Texas' Student Success Initiative (SSI) [See Forms, Pages G]
The Student Success Initiative was created by the Texas Legislature to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. Under this initiative, students are required to pass the Grade 3 Texas Assessment of Knowledge and Skills (TAKS) reading test to be promoted to fourth grade and to pass the Grade 5 TAKS reading and mathematics tests to be promoted to the sixth grade. The students in grade 3 and 5 have three opportunities to pass these tests. If a student does not pass the required tests, s/he will be given additional instructional support after each testing opportunity.

As specified by the SSI requirements, a student may advance to the next grade level only by passing these tests or by the unanimous decision of his or her grade placement committee (GPC) made up of the student's principal, teacher, and parent. The GPC must unanimously agree that the student is likely to successfully perform at the next grade level.

Reporting

THE SCHOOL'S RESPONSIBILITY IN REPORTING TO PARENTS/GUARDIANS

Communication with parents/guardians is one of the most important duties of the teacher today. The responsibility for establishing parental understanding and goodwill rests primarily with the individual teacher. Accurate and diagnostic reports encourage parents/guardians to participate in the education of their children. These reports help increase mutual understanding, goodwill and cooperation in the home and to aid in child guidance.

In addition to sending out the regular reports, teachers should inform parents promptly when a problem appears. In the event a student's grades fall below 70 in an academic subject at the nine-week grade reporting time, personal communication with the parent/guardian is mandatory.

Teachers are encouraged to conference with parents/guardians, especially those whose students are experiencing difficulties. To facilitate such conferencing, the district provides six early dismissal days each year, three in the fall and three in the spring.

PARENT PORTAL

The North East Independent School District's Parent Portal is a secure website that gives parents information about their child's daily performance at school. The goal of the Parent Portal is to create a better partnership between NEISD parents and teachers. Therefore it is crucial that teachers in grades 2-5 enter their students' grades into GradeSpeed on a weekly basis.

Parents/Guardians may use the portal to email teachers, check grades, view records for attendance and discipline, check cafeteria charges and balances, or check their child's library account.

I. **GRADE REPORTING**

The checklist or report card informs parents/guardians of their student's progress toward mastery of the TEKS, personal/social development, work habits and attendance.

II. **METHODS AND TIME OF REPORTING**

A. Checklist (Pre-K, K, 1st) and Report Cards (2nd-5th)

1. The checklist and report card cover six general areas: academic progress, conduct, social behaviors, work habits, attendance and notification of grade placement for the next school year.
2. All students in attendance for at least fifteen (15) school days of the reporting period will be issued a checklist or report card at the end of the nine-week grading period.
3. A parent signature is required on the checklist or report card envelope to ascertain receipt of the report and should be sent back to the child's teacher. If the signed report is not returned, the teacher should contact the parent/guardian by phone.

1. Progress Reports

1. Progress reports must be issued to parents/guardians during the 3rd week of a nine-week grading period if the student has an average below 70 in any subject area (2nd-5th) or is not meeting grade level expectations (K-1st).
2. Progress reports must be issued to all parents/guardians during the 6th week of the nine-week grading period.
3. A parent signature is required on the progress report and should be sent back to the child's teacher to ascertain receipt of the report. If the signed report is not returned, the teacher should contact the parent/guardian by phone.
4. Progress reports can be distributed at any other time as determined by the student's teacher.

2. Student Success Initiative (SSI) Progress Reports

Progress reports (Form SSI-7) will be issued to the parents/guardians of the following students in September and January and filed in the student's CUM folder.

1. Students that did not pass the reading TAKS test in grade three and were retained in 3rd grade or promoted to 4th grade.
2. Students that did not pass the reading and/or math TAKS tests in grade five and were retained in 5th grade or promoted to 6th grade.

3. Parent Conferences

Conferences provide parents/guardians with the opportunity to ask questions about their child's progress, curriculum, and methods/techniques of instruction utilized by the teacher. It is also a time for the parent/guardian to share important information about their child.

1. A parent-teacher conference is scheduled within the first and fourth nine-week grading period during the District's early dismissal days (three in the fall and three in the spring).
2. Additional conferences will be held when a student is not maintaining passing grades or achieving the expected level of performance.
3. A parent/guardian may call for a conference at any time.
4. Telephone conferences should be used when repeated attempts to schedule a personal conference have failed or at the request of a parent.

Forms

NORTH EAST INDEPENDENT SCHOOL DISTRICT
 PROMOTION/RETENTION FACTORS
GRADES K-1

Promotion from one grade level to the next is based on a student's successful achievement of the grade level standards established by the State of Texas and the North East Independent School District.

_____ Student Name _____ Grade Level _____ Date _____

A preponderance of data determines the promotion or retention of a student.

FACTORS	YES	NO
Performing on grade level in Reading (Reading Level is _____)		
Performing on grade level in Math		
70% mastery of the knowledge and skills necessary for independent performance as indicated on the Checklist.		
In Attendance 90% of the Days School Was In Session		

(**Yes** indicates the child has met the criteria and **No** indicates the child has not met the criteria.)

Other Information (i.e. TPRI): _____

RtI Committee Members	Title
_____	_____
_____	_____
_____	_____
_____	_____

It is recommended that _____ be _____.
(Student) (Retained or Accelerated)

S/he will be in _____ grade for the next school year.

_____ Parent/Guardian Signature _____ Principal's Signature

Distribution: Receiving Principal
Receiving Counselor
Cumulative Folder

Date of Completion

Parent Request of Acceleration From Kinder to First Grade

Student Name	ID#	Current Grade
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Date of Birth	Mailing Address	Home Phone
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Parent(s)	Work Phone
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Parent Signature is Mandatory

1. I have had conferences and/or phone contact with my child's teacher informing me of his/her academic progress.
2. I am aware that he/she is working below grade level.
3. I know that it is the teacher's professional opinion that retention is the best decision in regards to my child.
4. I would like my child accelerated to the ____ grade. I realize that this is not a promotion. I will assume all responsibility for this decision.

(Parent Signature)

(Date)

NORTH EAST INDEPENDENT SCHOOL DISTRICT
 PROMOTION/RETENTION FACTORS
GRADES 2

Promotion from one grade level to the next is based on a student's successful achievement of the grade level standards established by the State of Texas and the North East Independent School District.

_____ Student Name _____ Grade Level _____ Date _____

A preponderance of data determines the promotion or retention of a student.

FACTORS	YES	NO
Performing on grade level in Reading (Reading Level is _____)		
Performing on grade level in Math		
Language Arts Average of 70 (Reading + Language)		
Mathematics Average of 70		
Overall Average of 70 (Language Arts, Math, Science, Social Studies)		
In Attendance 90% of the Days School Was In Session		

(Yes indicates the child has met the criteria and No indicates the child has not met the criteria.)

Other Information (i.e. TPRI): _____

RtI Committee Members	Title
_____	_____
_____	_____
_____	_____
_____	_____

It is recommended that _____ be _____.
(Student) (Retained or Accelerated)

S/he will be in _____ grade for the next school year.

_____ Parent/Guardian Signature _____ Principal's Signature

Distribution: Receiving Principal
Receiving Counselor
Cumulative Folder

Date of completion

NORTH EAST INDEPENDENT SCHOOL DISTRICT GRADE RETENTION PLAN

Student Name ID # Date of Birth

Mailing Address Home Phone

Parent's Name Work Phone

_____ Elementary is recommending that the above student be
retained in the _____ grade at _____.
(School)

This student has been in attendance at _____ Elementary since _____.

Course/Programs currently in progress: _____

This student was referred to the RtI committee on _____.
(Date)

Modifications/Strategies recommended by RtI: _____

This student was not promoted due to _____

Recommendations for next year (courses, strategies, modifications, etc.): _____

This signature verifies that this complies with all District policies and procedures:

(Principal's Signature)

Distribution: Receiving Principal
Receiving Counselor
Cumulative Folder

Date of completion

NORTH EAST INDEPENDENT SCHOOL DISTRICT GRADE ACCELERATION PLAN

Student Name ID # Date of Birth

Mailing Address Home Phone

Parent's Name Work Phone

_____ Elementary is recommending that the above student be accelerated to the _____ grade at _____.
(Receiving School)

This student has been in attendance at _____ Elementary since _____.
Course/Programs currently in progress: _____

_____ This student was referred to the RtI committee on _____.
(Date)

Modifications/Strategies recommended by RtI: _____

_____ This student was not promoted due to _____

_____ Recommendations for next year (courses, strategies, modifications, etc.): _____

This signature verifies that this complies with all District policies and procedures:

(Principal's Signature)

Student Success Initiative (SSI) Forms for Grade Placement Meetings

- SSI-3 Grade Placement Meeting Minutes for each Reading and/or Math Administration
- SSI-2 Grade Placement Committee Decision

- SSI-13R Accelerated Instruction Plan (AIP) for 1st and/or 2nd Reading Administration
- SSI-13Ra Accelerated Instruction Plan (AIP) for 3rd Reading Administration

- SSI-13M Accelerated Instruction Plan (AIP) for 1st and/or 2nd Math Administration
- SSI-13Ma Accelerated Instruction Plan (AIP) for 3rd Math Administration

- SSI-7R SSI Student Progress Report-Reading (provided 3 times per year)
- SSI-7M SSI Student Progress Report-Math (provided 3 times per year)

(Forms located on the NEISD Intranet Curriculum Compliance Website)