

DeSoto ISD



Elementary Grading and Reporting Guidelines

2019-2020

ELEMENTARY GRADING & REPORTING GUIDELINES

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INTRODUCTION

The DeSoto ISD *Grading Policies and Regulations* are published for the following reasons:

- Law and policy require the district to establish procedures to ensure that grades are reflections of essential knowledge and skills mastered.
- Grading must be as consistent as possible from teacher to teacher and from school to school within the district to assure fairness.
- Students and their parents have a right to know precisely how grades are determined.
- Grading has serious implications for individual students, for the school, and for the district and the community as a whole.
- Regulations are an essential support for teachers in the event a grade is challenged.

These guidelines, supported through Board policies, outline broad parameters that allow teachers enough flexibility to fit the needs of their particular course requirements. This applies to all teachers in all subject areas across the district. *Exceptions must be cleared through the building administration and kept on file in the principal's office.* Teachers must become familiar with the contents of this document to ensure fairness and standardization across the district. Parents will have access to these guidelines through the district internet site. Also, these guidelines should be discussed with students so they can understand exactly what the procedures are for determining the grades in any particular class **EIA (Local)**.

DISCRIMINATION POLICY

In accordance with Title VI-Civil Rights Act of 1964; Title IX-Education Amendment of 1972; Section 504 - Rehabilitation Act of 1973; and Title II - Americans with Disabilities Act of 1992, the DeSoto Independent School District does not discriminate on the basis of race, color, religion, gender, national origin, age or disability.

DESOTO INDEPENDENT SCHOOL DISTRICT
EXAMINATION FOR ACCELERATION
(No Prior Instruction)

What is Exam for Acceleration?

According to HB 2694/SB 1365, which amends Sections 24.092 and 28.023 of the Texas Education Code, a school district shall approve at least four examinations for acceleration or for credit for each academic subject. Each exam must satisfy SBOE guidelines. Board policy **EHDC (Legal)** addresses policies and procedures.

Who is Eligible for Exam for Acceleration?

Students entering grades 1 through 5 and currently enrolled in DeSoto ISD may take the Exam for Acceleration. Students entering kindergarten will notify the counselor during registration to request Exam for Acceleration to be administered during the first six weeks of school. **Students who did not pass any portion of most recent STAAR tests are not eligible to test for acceleration.**

What is Criteria for Acceleration?

- A district representative recommends students for grade level advancement.
- The student's parent or guardian gives written approval of the acceleration testing.
- Kindergarten students must enroll in the DeSoto ISD kindergarten program and apply for Exam for Acceleration with the counselor at the time of registration. Kindergarten students must score 80% or above on Language Arts and Math tests and demonstrate mastery of kindergarten readiness and social development skills per the district checklist.
- Pre-Kindergarten students must enroll in DeSoto ISD prekindergarten program and apply for acceleration testing with the counselor at the time of enrollment. Prekindergarten students must score 80% or above on Language Arts and Math achievement test on the first-grade level.
- Grade 1-5 students must score 80% on each of the following tests: Language Arts, Math, Science and Social Studies, and complete forms for the campus Exam for Acceleration committee to review for acceleration to the next grade. Students must have received no prior instruction for the applicable grade.
- **Students who did not pass any portion of most recent STAAR tests are not eligible to test**

Committee Recommendations:

All data, testing, and forms must be completed before the Grade Placement Committee (GPC) convenes for recommendation of placement.

Where is the Exam for Acceleration Administered?

- First through Fifth (1-5) Grade tests will be administered annually at a facility determined by the Instructional Support Center on specified June, July, and September dates.
- First through fifth grade testing takes approximately two days.
- Kindergarten will be tested at home campus after the first three weeks of school.
- Students must report to the testing site by 8:30 am on each day of testing.

How Does a Student Enroll for Acceleration?

- Contact the campus counselor for enrollment forms and procedures for the June, July, and September testing period.
- Completed forms must be returned to the campus counselor by the deadlines listed below.
- Apply with counselor at registration for kindergarten testing to be done during the first six weeks.

Registration Deadlines:

All applications for DeSoto ISD Examination for Acceleration by current students must be turned in to the campus counselor by the date determined by the Instructional Support Center for the June and July testing periods. Students who register and do not report for exam may forfeit future opportunities for testing.

**Exam for Acceleration Calendar
(No Prior Instruction)**

Exam for Acceleration

(For students requesting course/grade acceleration) EHDC (Legal), EDHC (Local)

New Kindergarten: Apply for August/September Testing

Kindergarten who enroll after school starts: Apply for June, or September Testing

First through Fifth: Apply for June, or September Testing

(K-1 age requirements do not apply)

Students must pass all portions of current grade level STAAR

Students Entering Kindergarten

Registration	Parents notify school of request for Exam for Acceleration.
August 1 st - 30 th	Counselors collect paperwork for Kindergarten and new students entering DeSoto ISD.
August 30 th	Paperwork/test requests due to Assessment and Accountability.
September 9 th -20 th	Assessment and Accountability sends tests to campuses.
August – September	Students are tested within first three weeks. Assessment and Accountability. Students are placed as appropriate based on scores.
October – May	Window for acceleration to the following grade has passed. Students may test in June or July for grades or courses in which they have not received prior instruction.

Current Kindergarten – Fifth Students

March-May	Parents request/apply for exam for acceleration. Paperwork/test requests due to Assessment and Accountability.
May 18 th	Deadline to request tests for June/July testing.
May 22 nd	Tests are ordered for June/July tests.
June and July	Student testing at central location. Assessment and Accountability mails tests for scoring. Students are placed as appropriate next school year per scores.
June 15 th – 18 th July 13 th -16 th	Students choose either June or July testing dates and will make effort to be in attendance as tests are costly.
August	Student placements are in effect for the new school year.

DESOTO INDEPENDENT SCHOOL DISTRICT
EXAMINATION FOR PLACEMENT
Credit by Exam

What is Exam for Placement?

Under School Board Policy FDA, transfer students from non-accredited private schools/home schools are required to validate courses for credit by testing in those courses.

Valid home schooling exempts a student from compulsory attendance laws, but does not mean public schools shall accept home schooling curricula as meeting the state standards without verification through objective testing.

In keeping with the Credit by Examination for Placement procedures of DeSoto ISD, the district will utilize these procedures for the awarding of limited credit. Exam for placement is not an option for student retention.

Who must take Exam for Placement?

Students enrolling in the DeSoto schools from a non-accredited private school or home school shall be required to take an exam administered by district or other verified personnel at no cost to the student. **FD (Local), FD (Legal)**

What is Criteria for Grade Placement?

- Incoming second through fifth (Grades 2 -5) grade students will take and must meet requirements on the reading, language arts, mathematics, science, and social studies tests.
- To receive credit for the last year of non-accredited private/home schooling and be enrolled in the next grade level, student must:
 - Score 70% or higher on each of the following exams: Reading/Language Arts, Math, Science, and Social Studies, and
 - Score an overall 70% or higher for the four tests as validated by the campus principal.

Students who are enrolled in a home school setting for less than a school year and who have attended within the previous school year DeSoto schools may be placed by a committee of the campus principal, counselor, and other campus professional at an appropriate level and their progress assessed.

Where is the Exam for Placement Administered?

- Second through Fifth (2-5) grade tests will be administered at each home campus.
- Second through Fifth (2-5) testing takes approximately two days.

Placement Recommendations:

Incoming students will be placed in requested grade level per entrance records, pending exam for placement test results. Test data must indicate student learning of previous grade level Texas Essential Knowledge and Skills (TEKS) as necessary for success in requested grade level. Students who do not meet placement criteria will be placed in grade level consistent with student performance rather than requested grade level.

**Exam for Placement Calendar
(Prior Instruction)**

Exam for Placement (EFP) (For Students New from Non-Accredited, Private, Parochial, Home School)

(Exam for Placement is not an option to student retention)

Kindergarten – Twelfth Grade: August – May. Students enroll and test as soon as possible.
(Kindergarten and First Grade students must meet age requirements.)

New Students – Grades Kindergarten through First Grade:

- | | |
|--------------|--|
| August – May | Kindergarten students who are five years old on or before September 1 are placed in Kindergarten; no testing is required. |
| August – May | First grade students who are six years old on or before September 1 are placed in first grade; no testing is required. |
| August – May | Exception: First Grade student who is not six years old on or before September 1 but who has been enrolled in accredited, out-of-state school in first grade during the same year should be enrolled in first grade despite young age. |

New Students – Grades 2 – 12 (From non-accredited, private, parochial, or home schools)

- *Students who enter DeSoto ISD in first semester of school*
 - Second through Ninth Grade (Grades 2-9): Place in current grade and do not test current grade; EFP test previous grade only.
 - Tenth through Twelfth Grade (Grades 10 – 12): Place in current grade/courses and EFP test on all previous high school courses.
- *Students who enter DeSoto ISD after first semester during the second semester:*
 - Second through Eighth (Grades 2-8): Place in current grade and EFP test for that grade at the end of the year.
 - Ninth through Twelfth (Grades 9-12): Place in current grade/courses and EFP test on all previous high school courses.

Registration Counselors collect paperwork for students entering DeSoto from non-accredited school settings.

August 29th Paperwork/test requests due to Assessment and Accountability.

September – May New students may request testing upon enrollment. Counselors submit request for testing to Assessment and Accountability. Assessment and Accountability orders test and sends to campus on arrival. After tests are completed, Assessment and Accountability mails tests for scoring. Students are placed as appropriate upon score receipt.

New Students – Grades First through Fifth (Grades 1 -5)
(From Public/Accredited School out of state or in Texas)
No testing is necessary. Enroll student in current grade.

Web address for Accredited Non-Public Schools:
<http://www.tepsac.org/>
(Click on Search Texas Schools)

PRE-K 4 ACCELERATION – DISTRICT OF INNOVATION

KINDERGARTEN START AGE

TEC Code: §29.151 Free Kindergarten The Board of Trustees of each school district shall establish and maintain one or more kindergartens for the training of children residing in the district who are at least five years of age on September 1 of the school year.

Rationale for the Exemption:

- Children mature and demonstrate readiness for school at varying rates, and their social/emotional development can be affected by a wide range of factors.
- The September 1st deadline for entering public kindergarten does not provide the flexibility needed for the district to serve students who are ready for school slightly earlier than the established date.
- Parents of students who are ready for kindergarten curriculum and learning environments are enrolling their children in private kindergarten, and then requesting to skip ahead to first grade once they enter public schools the following year, thus they have not participated in any district kindergarten program.

Local Guidelines:

- The Assessment Department will develop the assessment tool and procedures for this exemption to determine if a child is ready both academically and socially. Testing will take place the summer before the start of school.
- Parents will be notified of the option for students who will be five years of by December 31 of the current school year.
- Refer to DeSoto ISD Board Policy EHDC and DeSoto ISD Board Policy FD

What is Acceleration?

Per the District of Innovation that was adopted by DeSoto ISD, students will take a Kindergarten Assessment. This assessment has six domains that the students must exhibit readiness by scoring in the 95th percentile in each of the subtests. Parts of this assessment contain observations by the teacher.

- I. Domain One: Language
 - a. Vocabulary
 - b. Listening Comprehension
- II. Domain Two: Literacy
 - a. Letter Identification
 - b. Letter-Sound Correspondence
 - c. Blending Sounds
 - d. Spelling
- III. Domain Three: STEM
 - a. Mathematics
 - b. Science
 - c. Engineering
- IV. Executive Functioning:
 - a. Inhibition
 - b. Working Memory
 - c. Attention
- V. Social and Emotional Competence & Emotion Management
- VI. Academic Motor Skill

Exam for PreK4 Acceleration

Exam for Acceleration

(For students requesting course/grade acceleration) EHDC (Legal), EDHC (Local)

Students must be turning five (5) years of age between September 2, 2019 – December 31, 2019 in order to be eligible to test for District of Innovation Acceleration from PreK4 to Kindergarten

Students Entering Kindergarten

Registration – April - May	Parents notify school of request – turn in application
April 1 – May	Counselor collects paperwork for PreK 4 students who meet criteria
May	Paperwork/test requests given to Assessment and Accountability department Early Child Director will train Amber Terrace counselor and bilingual teacher to deliver tests to campus
May	Counselor schedules testing sessions on Amber Terrace Discovery & Design Early Childhood Academy
June 1 – 25	Students who qualify through May testing and were not a part of a LEA PK3 program will be required to attend 2 weeks of Prekindergarten Summer School in order to be rated on the observation sub tests. (Summer School Schedule M-F 8:00 a.m. – 3:00 p.m.)
August 3-17	Parents notified of Acceleration results

GRADE REPORTING

The District shall determine instructional objectives that relate to the Texas Essential Knowledge and Skills (TEKS) for grade level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Reduction or threat of reduction, of grades or academic standing for disciplinary purposes may not be used. EIA (Local)

ACADEMIC HONESTY

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. **EIA (Local)**

ATTENDANCE *POLICY CURRENTLY UNDER REVIEW BY BOARD*

Regular school attendance is essential for the student to make the most of his or her education – to benefit from teacher-led activities, to build each day’s learning on that of the previous day, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Compulsory attendance age continues through a student’s 19th birthday. **FEA (Legal)**

A student absent from school shall provide a note (within five [5] days to the school attendance clerk) or parent telephone call, that describes the reason for absence. The note shall be signed by the student’s parent or guardian. When a student’s absence for personal illness exceeds five days, the student shall present a statement from a physician or health clinic verifying the illness or condition that caused the extended absence from school.

Students enrolled in kindergarten through fifth (K-5) grade cannot receive credit or final grade for a class unless they have been in attendance for at least 90% of the days that the classes were offered (HB5). For the current school year, a student in the DeSoto ISD may not miss more than eight (8) days in the first semester and no more than nine (9) days in the second semester for courses computed on a semester basis or not more than 18 days in the school year for courses computed on a yearly basis.

Parents are responsible for keeping documentation and providing documentation (within five [5] days to the school attendance clerk) to the school when a child is absent.

State Law and Board policy permit certain absences, including:

- An extra-curricular activity or public performance, approved by the District’s Board of Trustees.
- Required screening, diagnosis, and treatment for Medicaid-eligible students.
- Observance of religious holy days, including travel for that purpose.
- A documented health care appointment – if the student begins classes or returns to school on the same day as the appointment.
- A temporary absence resulting from any cause acceptable to the teacher, principal, or Superintendent, including personal illness, or illness or death in the immediate family.
- A juvenile court proceeding documented by a probation officer.

- An absence required by state or local welfare authorities.
- Activities related to obtaining United State citizenship.
- Service as an elections clerk.
- A family emergency or unforeseen or unavoidable instance requiring immediate attention.
- An approved visit to a college campus.

The Board shall establish an attendance committee or as many committees as necessary for efficient implementation of Education Code 25.092.

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90% of the days the class is offered. When a student's attendance drops below 90% of the days the class is offered, the student, parent, or representative may request award of credit by submitting a written petition to the appropriate attendance committee. The attendance committee shall review the student's entire attendance record and the reasons for absences, and shall determine whether to award credit.

Petitions for credit may be filed at any time the student receives notice, but in any event, no later than 30 days after the last day of classes.

The attendance committee may review the records of all students whose attendance drops below 90% of the days the class is offered, whether or not a petition is filed.

Students who have lost credit because of excessive absences may regain credit by fulfilling the requirements by the attendance committee. **FEC (Local)**

If the student has established a questionable pattern of absences, the attendance committee may also require a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.

Guidelines on Extenuating Circumstances:

The attendance committee shall adhere to the following guidelines to determine attendance for credit:

1. All absences shall be considered in determining whether a student has attended the required percentage of days. If make-up work is completed, absences for religious holy days and health care appointments shall be considered days of attendance for this purpose.
2. A transfer or migrant student incurs absences only after his or her enrollment in the District.
3. In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student.
4. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision.
5. The committee shall consider the acceptability and authenticity of documented reasons for the student's absences.
6. The committee shall consider whether the absences were for reasons out of the student's or parent's control.
7. The committee shall consider whether the student has completed assignments, mastered essential knowledge and skills, and maintained passing grades in the course or subject.
8. The student or parent shall be given an opportunity to present any information to the

committee about the absences and to discuss ways to earn or regain credit.

Imposing Conditions for Awarding Credit:

The committee may impose any of the following conditions for receiving credit lost because of excessive absences:

1. Completing additional assignments, as specified by the committee or teacher.
2. Satisfying time-on-task requirements before and/or after school.
3. Attending tutorial sessions as scheduled.
4. Attending Saturday classes.
5. Maintaining the attendance standards for the rest of the semester.
6. Taking an examination to earn credit.

In all cases, the student must also earn a passing grade to receive credit.

Appeal Process: A parent or student may appeal the decision of the attendance committee in accordance in **FEC(Local)** beginning at Level Three.

CREDIT FOR SUMMER SCHOOL

Summer school credits earned in pre-approved summer school courses may count toward the requirements for grade promotion. **EDHE(Local)**

All course work must be completed prior to the first day of classes of the new school year in order for the credits to be counted. If this work was completed, but the grade report was not received prior to the first day of school, the student can begin participation when a school official receives either written or verbal notification that the student has passed and the credit has been awarded. Until that official word is obtained, the student is not eligible. A student may earn a maximum of two state required credits through correspondence courses and may be enrolled in only one correspondence course at a time.

GRADING COMPONENTS

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

These academic grading components include numerous data collected on each student. These items may include but are not limited to the following:

- Traditional essay examinations with general questions
- Essay examinations with definite questions
- Short-answer objective tests or quizzes
- Problem-situation tests
- Oral presentations
- Projects or independent study
- Analysis of creative products
- Compositions appropriate to the subject area
- Journals or learning logs
- Daily recitations or homework papers
- Demonstrated proficiency in English usage
- Skills demonstrations or performances
- Teacher observations of participation
- Oral testing, as appropriate

When assigning items that contain a high level of subjectivity for grading (i.e. book reports, projects, oral presentations, etc.), grading rubrics shall be developed and provided to the student at the time the assignment is given.

GRADING GUIDELINES EIA (Legal, Local)

Teachers will assign a grade that reflects the student's relative mastery of an assignment. Every teacher must keep a record of grades and must submit grade information to the principal according to established deadlines for each reporting period. Records of grades must be available for the principal's and/or his/her designee's review and must be turned in to the principal for filing at the end of the semester and/or school year. Teachers must carefully label each line of grades so that anyone who examines the record can easily determine how the grades were computed. Teachers may keep a printed copy of the computer grade report as a copy of the students' grades.

Numerical grades earned indicate the following levels of achievement:

A - 90-100*	Excellent
B - 80-89	Good
C - 70-79	Satisfactory
F - Below 70	Failing

*No grade over 100 may be recorded on the report card or on the academic achievement record. Grades cannot be lowered for non-academic reasons including but not limited to the following:

No name on the paper, no header on paper, date missing, etc.

Pre-Kindergarten (Pre-K) and Kindergarten:

The academic achievement and conduct of pre-kindergarten and kindergarten students shall be filed in each student's permanent school record.

Grades One to Five (Grades 1 – 5):

The academic achievement of students in grade levels 1-5, in all subjects, shall be recorded and reported to parents as numerical grades. Conduct grades and the number of absences and tardies shall be recorded and reported to parents at the end of each grade reporting period. Physical education, music, and art grades will be reported as letter grades (E, S, N, U).

GUIDELINES for MAKE-UP WORK DUE TO ABSENCE and LATE PROJECTS

Regular attendance is a factor that can affect the determination of a student's grade. Students shall be permitted to make up assignments and tests after absences according to Board policy **FEC (Local)** and the district grading policy.

Students shall receive credit for satisfactory make-up work after an absence but shall receive a zero for any assignment or test not made up within the allotted time.

There are no grade penalties for make-up work after a suspension.

Grading guidelines do not affect work turned in late because of an absence. The district expects students to turn in assignments at the appropriate time. Grades in DeSoto ISD are based on mastery of The Texas Essential Knowledge and Skills (TEKS).

The major responsibility for making up work lies with the student. Upon return to school after an absence, the student shall be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher.

Grades K-5:

Students will be given one day for each day absent to make up work for an absence. Any extenuating circumstances, e.g. extended illnesses or accident, may be given individual consideration by the campus principal.

Late Projects

Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students.

GUIDELINES FOR MINIMUM NUMBER OF GRADES

A sufficient number of grades should be taken to accurately reflect the progress of each student. These grades could be given from among the following areas: tests, homework, in-class participation, class work, and performance grades. **EIA (Local)**

During each grade reporting period, the following minimum number of grades need to be taken.

Pre-Kindergarten and Kindergarten:

Grades are not recorded in the kindergarten classes. PK and K report cards will be used which includes a checklist to document mastery of skills.

First through Second (1-2) Grade:

In first and second grade, all grades will be averaged to determine the final grade for each reporting period. During each grade reporting period, a minimum of two (2) grades per week must be taken in all core areas.

Third through Fifth (3-5) Grade:

- In third through fifth (3-5) grade, during each grade reporting period, there should be a minimum of two (2) grades per week and three (3) major grades per grading period in all core areas.
- Daily grades will be averaged and constitute 70% of the grade reporting period grade.
- Major grades which may include any combination of the following: chapter tests, major skills tests, and other major projects (i.e. projects that require several days of independent work on the part of the student), such as multiple draft compositions, cumulative journals, research papers, models, and performance, etc., will constitute 30% of the grade reporting period.
- Common Assessments will count as a major grade
- Homework and Benchmarks will count as a daily grade.

RETESTING GUIDELINES

Re-teaching is defined as another presentation of content, usually to provide an additional opportunity for a student to learn. Re-teaching may vary from subject to subject or from class to class, even from student to student. It may be as simple as repeating the concept. If the student still does not understand the concept, the teacher might use different materials or modalities to present the concept again. If the initial instruction was primarily visual, the reteach activity might be manipulative. If the teacher used the deductive approach initially, the reteach activity might use the inductive approach. In this way, the student will gain a new perspective on the task.

Procedures:

- When a student fails (earns below 70%) any mastery test, the teacher has the responsibility to reteach the essential knowledge and skills not mastered.
- Re-teaching and reassessment may be of a formal or informal nature and should be an on-going process during the direct instruction and guided practice portions of any lesson.
- Students must be given the opportunity to retest in either the original or a rewritten

format. If the retest grade is higher than the original grade, the original grade is changed and the retest grade is entered up to 70%.

- Common assessments may be retaken in paper format. The scoring in the assessment data management system will remain for evaluative purposes, but the student higher grade in the gradebook
- All retests must be completed by 5:00 pm on the last Friday of that grading period.

GUIDELINES FOR GRADE REPORTING PERIODS

Grade Reporting Periods:

- A school year shall consist of six grade reporting periods, three each semester.
- "Borrowing points" from a previous or future grade reporting period is absolutely forbidden for any student. All teachers have the responsibility to enforce this rule for all students.
- Assignments made in a particular grading period will be averaged that grading period unless designated clearly by the teacher when the assignment is given.
- A grade becomes final on the last day of a grading period.
- Work received after the last day can only be used to remove from the record an "incomplete" caused by one or more absences.

SEMESTER AVERAGES

First through Fifth (Grades 1 – 5):

The semester average should be the average of the first two or second two grading periods.

HOMEBOUND SERVICES

General education homebound services provide a certified teacher that serves as a liaison between the student and the student's teachers to ensure that academic progress will continue. The general education homebound teacher meets in the student's home/hospital room in a one- on-one setting. These services are available to students with medical conditions that require the student to be confined at home/hospital for a minimum of four consecutive weeks. The medical condition must be documented by a licensed medical physician. This program is not for the students currently receiving Special Education Services or Pregnancy Related Services (PRS). Contact a counselor or principal for more information.

HOMEWORK POLICY

The DeSoto ISD recognizes the value and importance of homework in the reinforcement of skills taught in daily lessons in school. This guided practice activity provides for better retention and practice of skills taught.

Rationale:

- Homework supplements and reinforces skills and information learned in class.
- Homework helps students develop self-discipline, responsibility, and organizational skills.
- Homework prepares students for upcoming class topics or studies while providing opportunities to identify and use resources such as the library, internet, reference books, and other community resources.
- Homework establishes good study habits while easing time constraints.
- Homework gives parents an opportunity to observe assigned lessons and express positive attitudes toward achievement.

Amount and Frequency of Homework:

- The National Education Association and National Parent Teacher Association suggest a

ten (10) minute per grade rule for assigning homework as follows:

- Elementary: Kindergarten through Second Grade = Ten to 20 minutes per day
Third through Fifth Grade = 30 to 60 minutes per day
- Kindergarten students are not required to receive homework assignments.
- First through fifth grade students should have a schedule of homework of reasonable duration designed to develop responsibility, reinforcement, and organizational skills.

Teacher Responsibility:

- Use as part of the learning process and to assess student understanding
- Give clearly defined instructions and return promptly with evaluation
- Choose a variety of activities to accommodate different learning styles
- Coordinate with other teachers to avoid a homework overload
- Be family-friendly when assigning assignments over weekends/holidays
- Homework, tests and projects are not to be assigned during state-mandated assessments

Student Responsibility:

- Write down assignment
- Understand the requirements before leaving the classroom
- Complete assignments on time and make up missed work
- Seek help from school resources if needed

Parent Responsibility:

- Provide appropriate levels of supervision
- Actively communicate with the school
- Assist with establishing a work environment conducive to learning and encourage the development of time management skills
- Encourage student to keep homework, assignment sheets, and notes organized
- Monitor assignments and homework in TEAMS Parent Portal to ensure academic success.

School Resources for Assistance with Homework:

- Seek help from individual teachers before or after school
- Contact the counseling center
- Check with websites and e-mail
- Attend tutoring

Grading of Homework:

Students will be advised when grades will be taken. Homework will count as a daily grade in the grade book. Because DeSoto ISD values student learning, students will be required to complete all assignments. Assignments turned in late will receive academic penalties.

Completion of Assignments and Procedures for Grades K-5:

- Assignments turned in one day after due date will receive a maximum grade of 80.
- Assignments turned in two days after due date will receive a maximum grade of 70.
- Assignments not received in two days will automatically receive a grade of zero.
- Intervention techniques will be consistently used to promote learning, to involve parents, and to develop responsibility in students for required work.
- Teachers will notify parents if a second zero occurs.

HONOR ROLLS

“A” Honor Roll:

- All grades within the reporting period must average to be “A”, 90 or above.
- Grades are not weighted or averaged.

- A - 90-100

“AB” Honor Roll:

- All grades with in the reporting period must be average to be “A” or a “B”, 80 or above.
- Grades are not weighted or averaged.
 - A – 90-100
 - B – 80-89

TIMELINE FOR GRADE REPORTING

Grade Reports:

1. All teachers must post grades by 11:59 PM on Sunday after the last day of the grading period – with exception of the 6th grading period.
2. After the grades are posted by the teacher, the grades will be processed by the TEAMS campus gradebook manager.
3. Verification grade reports will be printed on each campus by 12:00 noon on Tuesday.
4. The TEAMS Gradebook Manager will hand out the verification reports to the teachers for verification.
5. Teachers will make any corrections in their TEAMS Gradebook and repost the corrected class files.
6. The TEAMS Gradebook Manager will reprocess all grade changes. All grade corrections must be done by Wednesday.
7. Report cards for students in 6-12 will be posted in the TEAMS Parent Portal.

Grade Reporting Period	Grade Reporting	Report Cards
1st Aug 19 - Sept 27	Sept 19 - Oct 1	Oct 3
2nd Sept 30 - Nov 13	Nov 14-19	Nov 21
3rd Nov 14 - Jan 17	Jan 18-21	Jan 23
4th Jan 21 - Feb 28	Feb 29 - Mar 3	Mar 5
5th Mar 2 - Apr 17	Apr 18-21	Apr 23
6th Apr 20 - May 28	May 22-29	TBA

** The school year ends on May 28, 2020. The above schedule (which indicates grade reporting procedures beginning May 22nd) will be observed in an effort to allow professional and support staff adequate time to properly complete end of year processes. All grades for the sixth (6th) grading period should be entered by May 25th and verified by May 27th.

Progress Reports:

To generate Progress Reports, teachers **must** have all grades properly entered into the **TEAMS** Gradebook Program before the end of the day on the dates indicated below for the third and sixth week of each grade reporting period. Progress Reports will go home with students on the following Thursday.

	Grades entered into TEAMS Gradebook no later than:	Progress Reports posted
1st Grade Reporting Period	Tuesday, Sept. 10	Thursday, Sept. 12
2nd Grade Reporting Period	Tuesday, Oct. 22	Thursday, Oct. 24
3rd Grade Reporting Period	Tuesday, Dec. 17	Thursday, Dec. 19

4th Grade Reporting Period	Tuesday, Feb. 11	Thursday, Feb 13
5th Grade Reporting Period	Tuesday, Mar. 31	Thursday, April 2
6th Grade Reporting Period	Tuesday, May 12	Thursday, May 14

TIMELY POSTING OF GRADES

Teachers are required to post grades in their grade book in a timely manner; therefore, grades must be posted every week (a minimum of two per week). Any exception must be approved in advance by the building principal. Parents will have the opportunity to view their student(s)' grades via the TEAMS Parent Portal district program.

TUTORIALS

Tutorials shall be provided for students desiring extra help in all subjects. The tutorials will be conducted Monday-Thursday before or after school. Students who wish to participate in this program need to meet with their teacher for time and location. Occasionally, there will be exceptions and different arrangements made with individual teachers.

GUIDELINES FOR STUDENTS IN SPECIAL POPULATIONS

DYSLEXIA SERVICES

Grading guidelines that apply for all students include students receiving dyslexia services through the Language Science program. Any exception in grading standards for a student receiving Language Science support must be determined individually by the Instructional Intervention Committee or Admission, Review and Dismissal (ARD) committee, as appropriate for students who receive special education services.

Accommodations:

Based on the committee's decision, each student in Language Science must be allowed to benefit from targeted accommodations listed on their Accommodations sheet. Classroom accommodations are changes that are made in method of instruction, format, pacing, materials, quantity, and emphasis to assure the student an opportunity to achieve mastery of the essential knowledge and skills. Language Science teachers are responsible for providing all regular education teachers with a copy of the accommodation sheet required on each of their students. The regular education teacher will participate in the Instructional Intervention Committee process to determine appropriate accommodations for a student or to recommend changes in targeted accommodations.

Grades:

Students receiving Language Science services are to be graded for academic achievement, as are all students. Similarly, students receiving Language Science services, or participating in the classroom, shall be recognized for academic achievement (i.e. honor roll and S.O.A.R).

The Language Science grade can be used in the following manner: (1) as a grade to be averaged with grades for the class being missed or (2) as the grade for the class being missed and/or as a grade to be averaged with the reading/language arts grade when appropriate.

LIMITED ENGLISH PROFICIENT (LEP)

In assessing students of limited English proficiency for mastery of the Texas Essential Knowledge and Skills, the District shall make every effort to allow them to demonstrate knowledge or competency independent of their English language skills. These efforts shall include but not be limited to assessment in the primary language, assessment using ESL methodologies, and nonverbal assessment with multiple varied instruments.

Grading guidelines that apply for all students include students receiving English as a second language services. Any exception in grading standards for a student receiving support must be determined individually by the Language Proficiency Advisory Committee (LPAC) or Admission, Review and Dismissal (ARD) committee if the student receives special education services.

EIE (Local)

Accommodations:

Based on committee decision, each student in the ESL program must be allowed to benefit from targeted accommodations listed in their *Accommodations* form. Classroom accommodations are

changes that are made in method of instruction, pacing, materials, quantity, and testing procedures to assure the student an opportunity to achieve mastery of the Texas Essential Knowledge and Skills. Accommodations by the LPAC might also address limited changes in course content, learner objectives, or grading standards based on language proficiency of the non-English speaker. The ESL teacher is responsible for providing all regular education teachers with a copy of the accommodations form and recommended strategies. The regular education teacher is encouraged to participate in the LPAC process to determine appropriate accommodations for a student or to recommend changes in targeted accommodations.

Grades:

Students receiving ESL services are to be graded for academic achievement, as are all students. Similarly, students in the ESL program shall be recognized (i.e. honor roll and S.O.A.R).

Beginning Level Students:

If a limited-English-proficient student is unable to read the textbook, every effort should be exerted to assist the student in achieving mastery of the subject area and grade level essential knowledge and skills. The ESL specialist will consult with the regular education teacher to assist in the determination of assessment and grades. Accommodations for objectives, instructional strategies, and materials for these students will be made as required by law.

SPECIAL EDUCATION SERVICES

For additional information regarding the grading of special education students, please refer to the Texas Education Agency guidance document entitled *Grading and Progress Monitoring for Students with Disabilities* (2015).

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals:

Please contact the Special Education department regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education.

Phone Number: (972) 274-8212 Ext. 8227

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

Please contact the Student Support Services department regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services.

Phone Number: (972) 274-8212 Ext. 8214

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

PARENT-TEACHER COMMUNICATION

Board Policy/Legal Requirements:

The Board shall adopt a policy that provides for a conference between parents and teachers and requires the district, at least once every 12 weeks, to give written notice to a parent of a student's performance in each class or subject. The notice must provide for the signature of the student's parent and be returned to the campus; however, these requirements do not apply to married students, emancipated minors, or an adult living alone. "Parent" includes a guardian, conservator, or other person having lawful control of a student. The report shall include the number of times the student has been absent. For students in alternative programs [see **EIE (LEGAL)**], the report shall clearly specify the instructional level at which the student is functioning.

DeSoto ISD teachers shall send out written notice to parents at the end of every grade reporting period of a student's performance in each class or subject. Teachers shall advise parents whether students are recommended to attend tutorials in the subsequent grading period. The grade notice shall provide for the parent's signature and must be returned to the campus. If the notice is not returned to the campus, the teacher/campus shall take appropriate measures to inform the parents of the student's progress including phone calls, email, or mailed notice.

Conferences may be scheduled at the request of a teacher or a parent. In attempting to schedule a conference between a teacher and parent, the campus shall give the parent at least two alternative dates for the conference.

Reporting to Parents – Three-Weeks Reports: EIA (Local)

At the end of the first three weeks of a grading period, at the end of the first six weeks of the grading period, and at the end of each grading period, the campus shall provide notice of progress to the parent or guardian of a student whose grade average in any class is lower than 70 or whose grade average is deemed borderline.

The campus shall make such information available to sponsors of extracurricular activities in which the student participates.

DeSoto ISD Regulation:

The three-week progress reports shall be given to the students to take to their parents or mailed no later than four days after the end of the first three weeks of the grade reporting period. Progress reports are given to those students whose average falls below 70.

Teachers should make every effort to:

- Communicate their grading procedures to parents and students in a verbal or written format in a timely manner.
- Communicate a significant drop in achievement to parents in a timely manner.

PROMOTION, RETENTION AND PLACEMENT

BOARD POLICY/LEGAL REQUIREMENTS

Board Policy EIE (Legal):

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. *Education Code 28.021(a)*

An award of credit for a course affirms that a student has satisfactorily met all state and local requirements. Course credit shall be awarded according to this policy. *19TAX74.26(a)*

A course may be considered completed and credit may be awarded if the student has demonstrated achievement by meeting standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course or the grade level at which proficiency is attained. The academic record (transcript) shall reflect that students have satisfactorily completed courses at earlier grade levels than grades 9-12 and have been awarded state graduation credits. *19TAC 74.26(b)*

A student does not have a property interest in promotion. *Education Code 28.0211(e)*

Board Policy EIE (Local):

The promotion or retention of a student is an important decision that must be made at the end of each school term. When the school staff is considering retaining a student at grade level, conferences with the student's parents shall be held, and all aspects of the student's progress shall be discussed.

This conference should include the classroom teachers, the principal, the counselor and a parent. Teacher-given grades, standardized test scores, STAAR/TAKS scores, past school history, social development and all other pertinent data shall be considered. The final decision upon promotion, retention, or placement shall be made by the school administration and staff according to Board policies and state law.

GRADE LEVEL REQUIREMENTS EIE (Local)

Pre-Kindergarten (PK) –Kindergarten (K):

Unless a parent requests retention, students are promoted to the next grade (Pre-kindergarten to Kindergarten, Kindergarten to First Grade). Written documentation of that request shall be placed in the student's cumulative folder.

Dual Language Students First through Fourth (Grades 1 – 4):

- A student must attain an overall average of 70% on a scale of 100 based on course-level, grade-level standards for all subject areas and a grade of 70% or above in reading or mathematics.
- For students who have been in the dual language program less than three years, the reading grade in their native language will be used.
- For students who have been in the dual language program for three or more years, the reading grades from both languages will be used.
- Math, science, and social studies grades from both dual language teachers shall be averaged for each subject.
- English Language Arts (ELA) grades from both dual language teachers shall stand alone.

Grade Levels First through Fourth (Grades 1-4):

For students enrolled in first through fourth grade (1-4) who are not meeting the established standards for promotion, acceleration and/or compensatory strategies may be considered. These strategies include, but are not limited to tutorials and summer school.

- A student must attain an overall average of 70% on a scale of 100 based on course-level, grade-level standards for all subject areas and a grade of 70% or above in reading or mathematics.
- A campus promotion/retention committee composed of the principal, counselor, and teacher shall determine, based on the individual student's strengths and weaknesses, the

remedial and compensatory strategies to be used for students who fail to be promoted.

Fifth Grade (Grade 5):

- A student must attain an overall average of 70% on a scale of 100 based on course-level, grade-level standards for all subject areas and a grade of 70 or above in two of the following areas: reading, mathematics, and science.

Accelerated Instruction:

Each time a student fails to perform satisfactorily on an assessment instrument listed at PERFORMANCE ON ASSESSMENTS REQUIRED, the District shall provide the student with accelerated instruction in the applicable area, including reading instruction for a student who fails to perform satisfactorily on a reading assessment instrument. A group-administered accelerated instruction may not have a ratio of more than ten students for each teacher.

Notice to Parents of Performance and Accelerated Instruction:

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

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

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

First Failure:

The District shall provide to a student who initially fails to perform satisfactorily on one of the assessment instruments listed at *Performance on Assessments Required* at least two additional opportunities to take the assessment instrument. A student may be promoted if the student performs at grade level on an alternate assessment instrument that is appropriate for the student’s grade level and approved by the Commissioner.

Second Failure – Grade Placement Committee:

After a student fails to perform satisfactorily on an assessment instrument a second time, a grade placement committee shall be established to prescribe the accelerated instruction the student is to receive before the assessment instrument is administered the third time. The grade placement committee shall be composed of the principal or the principal’s designee, the student’s parent or guardian, and the teacher of the subject of the assessment instrument in which the student failed to perform satisfactorily. The district shall notify the parent or guardian of the time and place for convening the grade placement committee and the purpose of the committee.

Accelerated Instruction Plan and Monitoring After Two Failures:

The District shall provide accelerated instruction plan to a student who, after two attempts, has failed to perform satisfactorily on an assessment listed at Performance on Assessments Required. The accelerated instruction plan shall be provided during the summer according to the student’s grade placement committee. The District shall provide the instruction prior to the third administration of the assessment.

Third Failure – Retention and/or Appeal:

A student who fails to perform satisfactorily after three attempts on one of the assessment instruments listed at *Performance on Assessments Required* shall be retained at the same grade level for the next school year. The District shall give the parent or guardian written notice of the

opportunity to appeal. The student's parent or guardian may appeal the student's retention by submitting a request to the grade placement committee. The grade placement committee may decide in favor of promotion only if the committee concludes, using standards adopted by the Board, that if promoted and given accelerated instruction, the student is likely to perform at grade level. A student may not be promoted unless the committee's decision is unanimous. The Commissioner shall by rule establish a timeline for making the placement determination. The committee's decision regarding placement is final and may not be appealed.

Accelerated Instruction Plan and Monitoring After Three Failures:

The District shall provide accelerated instruction to a student who, after three attempts, has failed to perform satisfactorily on an assessment listed at *Performance on Assessments Required*. The accelerated instruction plan shall be provided during the next school year according to the student's grade placement committee. The District shall provide the instruction regardless of whether the student has been promoted or retained. The accelerated instruction plan shall be designed to enable the student to continue to perform at the appropriate grade level by the conclusion of the school year. During the school year, the student shall be monitored to ensure the student is progressing in accordance with the plan. The District shall administer to the student the assessment instrument for the grade level in which the student is placed at the time the District regularly administers the assessment instrument for that school year.

The District is not precluded from retaining a student who performs satisfactorily on an assessment instrument specified at *Performance on Assessments Required*.

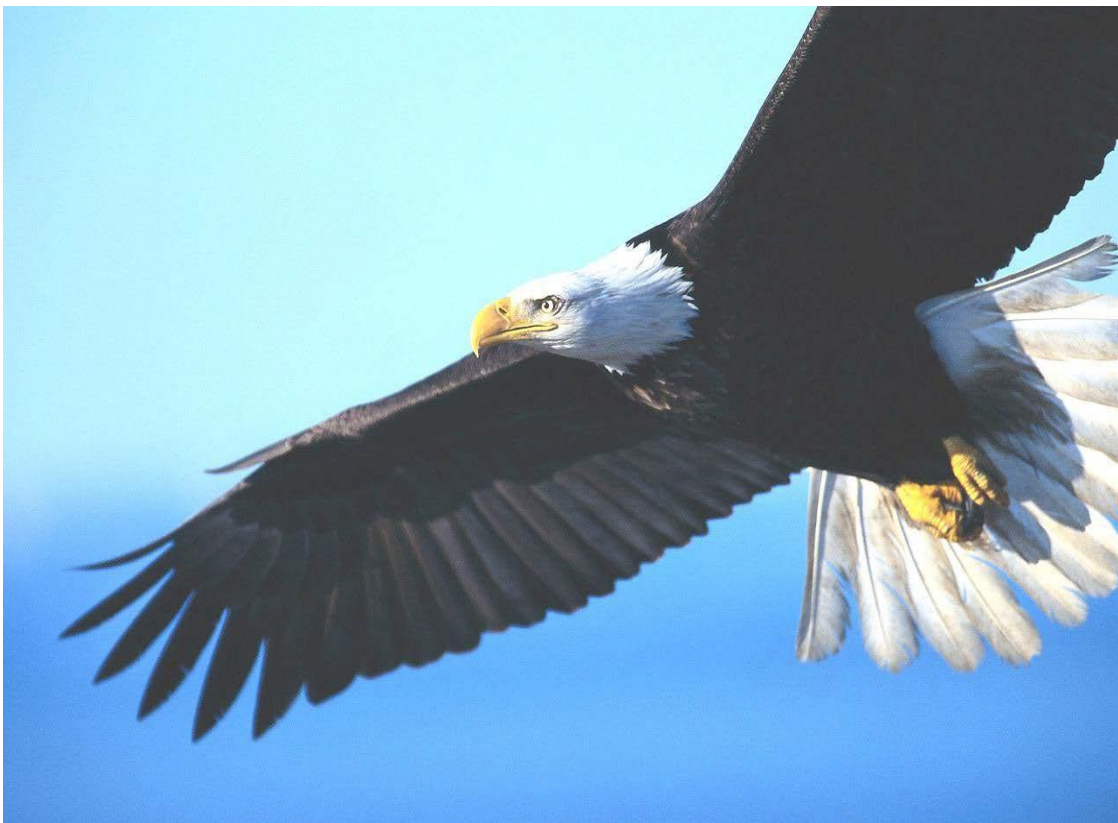
Special Education:

The Admissions, Review, and Dismissal (ARD) committee must make decisions regarding appropriate (1) assessment, (2) accelerated instruction, and (3) grade placement based on a student's individual educational needs. Students receiving special education services who take a STAAR assessment other than the STAAR Alternate 2 assessment, are subject to SSI grade-advancement requirements. In the case where a student's IEP states that the student is to take these assessments and the student does not meet the passing standard on the assessment, the ARD committee will determine accelerated instruction and whether the student should be promoted or retained.

DeSoto ISD

Students Outstanding Academic Recognition Program

S.O.A.R.



PHILOSOPHY STATEMENT

When students have attained outstanding academic excellence, every effort is made to recognize their progress. DeSoto schools should have an organized written plan to reward students who perform well academically.

The philosophy behind the presentation of academic achievement awards is twofold: the awards should serve as tangible recognition of individual achievements; the awards, and presentation thereof, serve as prime motivation for all students striving to excel academically.

GENERAL INFORMATION:

1. The principal coordinates the awards program.
2. The principal sees that honor recipients are publicly recognized through newspaper stories and photographs. The effort should be coordinated through the district's communication office.
3. Awards are based on grades averaged from the first three nine-week periods. The fourth nine-week period is not considered.
4. Students must have report card grades in order to be considered for S.O.A.R, and all grades must be entered into TEAMS. All homeschool, private school, transfer students, or students from a non-accredited private school must have recorded grades in each grading period to averaged to be eligible for S.O.A.R.
5. All grades shall be rounded.

S.O.A.R. (Students Outstanding Academic Recognition Program)

First through Fifth (Grades 1 – 5)

Criteria

Award

Overall average of 95% or above in reading, language arts, mathematics, science, and social studies. Only the first three nine week grades are used for calculation.

Medal

Math Achievement

Top three students per grade level.

Pin

Reading Achievement

Top three students per grade level

Pin

In the event of a tie for third place, pins are awarded to all students who tie.

S.O.A.R. Computations

FIRST-FIFTH GRADES

First through third nine-week subjects in reading, language arts, mathematics, science, social studies will be averaged. Final grade is rounded.

	1 st - 9 Weeks	2 nd - 9 Weeks	3 rd - 9 Weeks	Average	
Reading	91	90	95	92	
Lang. Arts	90	97	95	94	
Math	89	93	97	93	
Science	94	98	90	94	
Soc. Studies	96	95	91	94	
Health	99	99	96	98	
				94.16667	= 94

No subject average may exceed 100.