

Luling ISD
Secondary
Grading & Reporting Handbook
2018-19

LISD Expectations for the Grading and Reporting of Student Progress
Employee Acknowledgement Form

Luling ISD Board Policy mandates that the Superintendent or designee shall ensure that each campus or instructional leader develops guidelines for teachers to follow in determining grades for students. The guidelines shall ensure that grading reflects a student’s relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The Luling ISD Secondary School Grading and Reporting Handbook is written to provide direction and equity in the evaluation and communication of student academic performance. The information and policies in the Handbook are subject to change, and I acknowledge that revisions may occur. All changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing guidelines. Only the Superintendent or the Superintendent’s designee has the ability to adopt any revisions to the information in the Handbook.

I understand that I should consult my principal regarding any questions I have regarding the Grading Handbook. I further understand that it is my professional responsibility to read and comply with the policies and guidelines contained in the LISD Secondary School Grading and Reporting Handbook and any revisions made to it during the academic year.

Please sign and give this form to your building principal.

Employee’s Signature

Date

Employee’s Printed Name

Employee ID

This acknowledgement form will be kept by the building principal.

Foreword

The purpose of this handbook is to delineate uniform grading and reporting guidelines for teachers and administrators. The guidelines outlined in this handbook adhere to the requirements of the Texas Education Code (TEC), the Texas Administrative Code (TAC), and Luling Independent School District (LISD) policies and regulations.

Grading is the process by which teachers assess student learning and progress towards mastering the Texas Essential Knowledge and Skills (TEKS). Reporting is the process by which teachers communicate information to parents/guardians about student mastery of taught subject matter and skills.

This handbook will be reviewed annually by a Handbook Review Committee and adjustments will be made as necessary.

General Information

Courses of Study/Advancement

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

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. If students do not meet this requirement, only an official attendance committee can consider grade level advancement.

Confidentiality Statement Regarding Student Grades

Although teachers may choose to involve students and/or others in certain appropriate monitoring tasks (e.g. checking if homework has been turned in), the responsibility for grading student classwork and homework is bestowed solely upon the professional staff of the school.

Homework

The purpose of homework is to promote high-quality student learning and achievement. Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. It is to target specific learning outcomes, reinforce TEKS taught in the classroom, and provide practice in specific skills. Homework is to be reviewed by teachers to assess students' skills and knowledge in order to inform instruction.

When assigning homework, teachers will ensure that students are provided with sufficient information and direction to complete the homework assignment independently, and that the assignment is not excessive for its intended purpose. In addition, homework is not to be assigned as a discipline consequence.

Effective Homework Assignments

1. Are curriculum-based and meet the needs of students through differentiation;
2. Are designed to require no additional teaching outside of the classroom;
3. Are clearly articulated and designed so students know what is expected of them before leaving the classroom;

4. Are engaging and relevant to student learning;
5. Do not require resources or technology to which a student may not have access; and
6. Do not require parents/guardians to teach new concepts.

Teacher Responsibilities

1. Ensure students understand and know how to successfully complete assignments.
2. Define work to be completed at home and make sure appropriate resources/materials are sent home.
3. Give instructions to parents/guardians, when appropriate, and explain how they may help students complete the assignment.
4. Ensure any instructions going home are provided in the parent's native language whenever possible.
5. Consider homework as one part of the total learning process by monitoring, collecting, and providing meaningful academic feedback to students.
6. Inform students of homework assignments missed due to absences or substitute another activity for the assignment to ensure seamless learning occurs.
7. Do not assign homework/projects over extended holidays within the school year that are due the first day of class students return from the holiday.

Student Responsibilities

1. Understand the homework assignments before leaving school.
2. Take home all necessary materials to complete assignments.
3. Have an organized means of keeping and carrying homework to and from school.
4. Arrange a place to work and have a regular time to study.
5. Schedule a time for homework that is compatible with family and/or afterschool activities.
6. Complete homework with minimal parental help.
7. Complete homework assignments carefully and neatly.
8. Complete homework and turn it in on time.
9. Budget time for long-term projects.
10. Complete all work missed due to absences or school activities.

Parent Responsibilities

1. Read and discuss the District's homework policy with the student and encourage good study habits.
2. Communicate homework concerns and questions to the teacher.
3. Encourage student to get additional help from the teacher when necessary.
4. Provide an appropriate time and environment for the student to study and learn.
5. Check homework for completion.
6. Provide necessary assistance and a positive, supportive attitude.
7. Monitor television, technology, and outside activities to ensure the student has sufficient study time.

Grades 6 - 8 Homework Expectations

Homework expectations for grade 6 - 8 students are:

- Assignments with grades reported as class work grades are to be completed in the classroom.
- Work assigned to be completed at home must be evaluated as homework and recorded in the daily work section of the grade book.
- Homework should be a review or reinforcement of skills already covered in the classroom and should not be new information for the student.
- Homework will not be assigned during school holidays. The exception to this would be assignments related to absences.

Grades 9 - 12 Homework Expectations

Homework expectations for grade 9 - 12 students are:

- Assignments with grades reported as class work grades are to be completed in the classroom.
- Work assigned to be completed at home must be evaluated as homework and recorded in the daily work section of the grade book.
- Homework should be a review or reinforcement of skills already covered in the classroom and should not be new information for the student.

Reteaching

Reteaching shall be defined as another presentation of content, usually to provide an additional opportunity for a student to learn. Students should have an additional chance(s) to show mastery. In accordance with the philosophy that students take different amounts of time to learn, and that students should not be punished for a longer processing time, we work to reteach content to students who have not yet mastered it, and retest when possible so students may have an additional chance to show mastery.

Reteaching may vary from subject to subject or from class to class, and 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 reteaching activity might be manipulative. If the teacher used the deduction approach initially, the reteaching activity might use an inductive approach, thus allowing the student to gain a new perspective on the task.

Reteaching shall be an integral part of the lesson cycle and may occur in many different situations, such as direct teaching as a teacher checks for understanding, guided practice as a teacher monitors, or independent practice as students work individually or in cooperative learning groups.

Teachers shall plan for reteaching at the same time they plan initial instruction, thereby ensuring that alternative instructional strategies are immediately available when needed. If initial reteaching efforts are unsuccessful, then the time outside of class may be necessary to reteach, and if instructional efforts are unsuccessful, further diagnosis of a student's needs using universal screens, data history and student work may be needed to intervene.

Reteaching to ensure that students master the material may include but shall not be limited to the following:

1. The student may be required to correct or rework unsatisfactory assignments. The grade earned shall replace the original grade.
2. The student may be required to retake a major examination. The grade earned shall replace the original grade.
3. The teacher may require the student to attend a tutorial program or remedial classes. Co-curricular or extracurricular activities shall not interfere with the requirement to attend these activities.
4. The teacher may assign additional work on a particular unit for the student to complete.
5. The teacher may work with small groups during class time while other students work independently.
6. The teacher can build a "retesting" day into their units, knowing that it could provide time for reteach and retesting, or completing missing assignments.

Failing Assignments

Senate Bill 2033 states that a district's grading policy "may allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade." The teacher will provide the student a reasonable opportunity to redo a class assignment or examination. A reasonable opportunity is defined as *at least* one week (5 school days) from the date the failing grade for any assignment or examination is entered in the electronic grade book or the end of the six weeks, whichever is sooner. Major examinations and projects should be completed no later than five days prior to the end of the six week, thus allowing students a reasonable opportunity to redo or make up failing assignments. The teacher may require the student to participate in tutorials, redo/revise the assignment, complete an alternate assignment or any other reasonable assignment outside of class time. The teacher will provide an opportunity for students to redo a failing class assignment or examination, and the student shall have at least 5 school days to complete. It is the teacher's discretion to allow for additional time. The teacher is to record the higher of the two grades in the electronic gradebook, TXGradebook. Teachers must submit a failure report for students who are failing at progress reports and/or at 6 weeks that documents: provided opportunities to make up missing work, retest opportunities and grades (such as lunch retakes), and how the parent was made the partner to provide positive support for the student.

Our culture becomes what we allow and we do not allow students to "opt out" of grades without doing whatever it takes to help that student make up a missing assignment, reteach and retest. Failing grades are not a consequence, they are a result, only after we have done everything we can to help that student.

Extracurricular Activities/UII Eligibility

Students are eligible, and remain eligible, to participate in extracurricular and UIL activities as long as they are passing all courses at the end of each grading period. Students become ineligible seven days after the grading period if they have a course grade below a 70, except during holidays lasting one week or more. (The campus principal may remove the suspension if the course is an advanced course as defined by TEA.) A student receiving an incomplete grade in a course is also ineligible seven calendar days after the grading period and until the incomplete grade is replaced with a passing grade. Students regain eligibility seven days after the three-week progress report if they are passing all courses or seven days after the grading period if they are passing all courses, not just the course previously failed. In addition, students with a failing grade that is changed by the teacher after the grading period become eligible after the teacher completes the required documentation for a grade change due to an error in calculation.

Transcripts

Transcripts may be requested through the registrar of the school from which the student graduated. If the student is not 18 years of age, a parent or guardian must sign and return a release of information form. There is a charge for each transcript issued.

Grading in Special Programs

Bilingual and English as a Second Language (ESL) Programs

All LISD expectations apply to English Language Learners (ELLs). In evaluating the progress of ELL students, teachers must recognize the critical processes and features of second language acquisition, including cognitive, affective, and linguistic domains. Teachers must also make sure to provide students with appropriate instruction to enable ELL students to meet these expectations at each student's level of proficiency in English. In addition, teachers are responsible for ensuring that the English Language Proficiency Standards (ELPS) are part of the planning process to ascertain that students have adequate support. Word walls, anchor charts, and exemplars should include graphic representation.

Furthermore, ELL students are not exempt from grades and should receive a grade based on the state's TEKS in all subjects for each six-week grading period. All ELL student grades need to reflect their linguistic accommodations and modifications determined by the Language Proficiency Assessment Committee (LPAC) or the Admission, Review, and Dismissal Committee and should not have failing grades due to their limited English proficiency. Teachers should be aware of their students' level of English language proficiency and keep a list of language proficiency levels and required accommodations in data binders.

Special Education Students

Students who receive special education services are expected to follow the TEKS as the basis for their educational program. The Admission, Review, and Dismissal Committee (ARD) may recommend content modifications and accommodations. Grades for special education students must be based upon performance that demonstrates mastery of the TEKS through the use of ARD recommended accommodations and/or modifications. Special education students' grades may be reported by the general education teacher, special education teacher, and/or a combination of both teachers as determined by the ARD. Joint or dual grading is an option that must be stated in the student's IEP.

Gifted and Talented Program

An array of appropriately challenging learning experiences in each of the four (4) foundational curricular areas is provided for gifted/talented students. The learning experiences at the Secondary level will include regular classroom extension activities to strengthen higher level thinking skills, as well as included project-based learning opportunities. All teachers are required to have at least 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction of the gifted student.

Students Enrolled in Advanced Academic Courses

Luling ISD offers a variety of advanced courses designed to enhance and challenge a student's secondary school experience. For those students who choose to enroll in advanced academic courses, the grading policy could be different. There are higher academic and curricular standards set forth by the programs endorsing the courses. These courses include, but are not limited to, Advanced Placement (AP) and Pre-AP.

Grading Guidelines

The LISD report cards (Grades 6–12) are to reflect each student's individual growth and acquisition of the TEKS.

- A. Teachers are to maintain students' grades and progress on the District's electronic grade book program, TXGradebook.
- B. Teacher grade books are auditable documents and are maintained digitally by network services.
- C. Final grades for a school year are to be maintained in the student's cumulative permanent record.
- D. District diagnostic instruments, such as Universal Screens and diagnostic tools, are not to be taken for a grade.
- E. Teachers are expected to record a minimum of two grades per student, per week for all content areas. Grades should be authentic and aligned directly to assignments tied to the Student Expectations for the course. The first week of school, district-wide assessments, and state testing weeks are allowable exceptions.
- F. Grades are to be updated on a weekly basis. Grades must be inputted by the following Monday at 4:00 PM. Teachers will have five (5) school days (with exceptions only for major projects) from the assignment due dates to enter its grade.
- G. For each six weeks, the final grade must include an average of the following: the daily assignment requirements, quizzes, performance tasks, and tests. Project grades may also be included.

- H. Teachers may not exempt a summative or formative grade for an entire class. Individual student grade exemptions may occur at a teacher’s discretion only (maximum of 1 grade per student per grading cycle).
- I. One grade shall not count more than 20% of the student’s overall summative grade. This means, In a complete grading cycle (6 weeks), a student should have at least 3 summative grades.
- J. Grading categories and weights are to be as follows for grades 6–12:
- Formative (daily grades): 40%
 - Summative (tests): 60%

Below are examples of formative and summative assignments.

FORMATIVE: DAILY (40%)	SUMMATIVE: TESTS (60%)	NOT GRADED and used as a DIAGNOSTIC TOOL
Checks For Understanding Workstation artifacts Student notebooks Labs Quizzes Exit Tickets Graphic Organizers Homework	Unit Exams Performance Tasks Presentations/Projects Essays	Benchmarks CEI Data

For High School Grading Weights:

Semester Grade calculations*

Three (3) 6-week averages	30%
Semester/Final Exam	10%

Final Grade calculation

1 st Semester	50%
2 nd Semester	50%

*There will be exemptions for semester exams for students who meet the criterion for absences, grades, tardies, and discipline.

Exemption Criteria

Students have the opportunity to exempt the semester/final exam under the following conditions:

Semester grade average = 90+ with no more than 4 absences for the semester**

Semester grade average = 80+ with no more than 3 absences for the semester**

Semester grade average = 75+ with no more than 2 absences for the semester **

In addition, students must have no ISS, OSS, DAEP placements and/or expulsion and no more than 7 tardies overall per semester in order to exempt. Also, the student cannot have any outstanding campus fees.

**Absences for exemption purposes include the following:

- Excused absences (A)
- Unexcused absences (U)
- Doctor's Note (D) – *absent full day*

Does NOT include:

- Medical appointment (M) – *absent part of the day and with documentation from medical caregiver*
- School related/extracurricular activities (X) or (E)

- K. In order to allow students every possible opportunity for demonstrating mastery of the curriculum for the six weeks, teachers will continue to provide new assignments for a grade until at least three days prior to the end of the grading period.
- L. Grades shall not be recorded on introductory skills. Grades are to be an evaluation of content mastery.
- M. Grades for retaught concepts shall replace the original grade.
- N. All grades recorded are to be the actual grade the student earned. There is no minimum grade (SB 2033).
- O. Participation grades may be given only for courses requiring this category (i.e. band, fine arts, speech, PE). In this case, the participation grade will be recorded only as a

daily assignment grade. Only one participation grade may count for the minimum two grades per week requirement.

- P. Teachers of Pass/Fail courses will keep grades as any other course. The Pass/Fail determination will be made by the student information system and not the individual teacher. These courses will not be included in the student's transcript and will not be used in calculating the student's GPA or class ranking.
- Q. Zero vs. Missing: In order to maintain accurate records, teachers will use a "zero" for assignments which the students turned in and earned the grade of zero. Teachers will also use "zero" for assignments not turned in by a student. Students who do not hand in an assignment on time will receive the "Missing" grade in the gradebook (M) which will calculate as a zero until the work is turned in or until the extra time limit has passed. The student must make up the work. If a student receives a failing grade, the student must be provided reteach and offered opportunities to retest.
- R. Teachers shall provide all modifications and accommodations outlined in a student's IEP and 504 Plans. Those accommodations and modifications are to be documented in the grade book in order to reflect that the grade was achieved through the use of an accommodation or modification. Accommodations made for 504s and ELLs via a documented accommodation plan must also be reflected in the grade book. Teachers will utilize this opportunity to document effectiveness of accommodations.
- S. Conduct grades are to be an evaluation of a student's attitude and behavior. It should not change the grade in the academic area. State law requires that academic grades are a reflection of relative content mastery. Behaviors such as turning in work late, not writing name on paper, or other academic behavior concerns should be reflected in the conduct grade, as with other concerns of this nature. Each campus is to determine criteria for each conduct grade.
- T. Incomplete grades (defined as final averages for established grading periods) must be finalized within two weeks of the end of the grading period in which the student received the incomplete. After that time, students will receive a zero for all missed work, except in extenuating circumstances approved by the building principal.

NOTE: A Luling ISD student shall not be given the option to choose to fail by not completing work or turning in assignments. It is the expectation that all possible interventions will be done to assist students struggling with these expectations. Campus policy should reflect a specific process for identifying and supporting these students. Parents/guardians should be a part of this process.

- U. Students are not to receive an academic grade or bonus points for bringing classroom supplies. In addition, students are not to be penalized for not bringing in classroom supplies.
- V. Student grades are to be held to the confidentiality requirements outlined in the Family Educational Rights and Privacy Act (FERPA). Grades cannot be posted, even by student ID number.

Make-Up/Late Work for Absences

Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time, unless prior approval is given by the principal or designee. Students will be given at least one day to make up work for each day they are absent (excused or unexcused), with exceptions made due to severe or prolonged illness.

Late work is defined as any assignment that is not submitted on its due date, with the exception of make-up work for absences or approved school activities. Teachers may give up to a 10% deduction per day for up to three days for any assignment turned in late. Late assignments will be accepted at least one week from the assignment due date or at the end of the six weeks, whichever is sooner. A principal or teacher may extend the due date, at their discretion. In case of extenuating circumstances, it is the parent/guardian and/or student's responsibility to inform the teacher and/or appropriate administrator so that an exception to the rule may be considered. The principal will have the final authority to grant any exceptions. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

A student who receives a failing grade on late work turned in by the deadline, will be allowed to redo or correct the assignment or test, as per policy found in the Failing Assignment section of this document.

NOTE: If a student is present when a due date is communicated for an assignment or a test date is announced, the student is expected to turn in the assignment and/or complete the test, regardless of the student being absent on a day leading up to the due date. An absence prior to the due date is not an allowable excuse for not turning in an assignment. The late penalty grade deduction will be enforced. If the student is absent on the due date, the assignment is due the day the student returns to school.

The high school campus shall make their own guidelines for seniors regarding the final deadline for turning in late assignments during the last six weeks of the school year.

Extra Credit

Extra credit will be offered at the teacher's discretion. If an extra credit assignment is offered, it must be purposeful, reasonable, and applicable to the curricular objectives, and available for all students. Extra credit assignments are to be completed at home, not during the school day. If a student receives an extra credit assignment, that grade is to be averaged with the rest of the grades in the homework category.

Grade Points

Students will receive a quartile ranking at first and second semester marks during their sophomore and junior year. Class rank and final overall GPA will be computed and distributed following the fifth weeks of the student's senior year.

Grading Symbols/Comments

Grades 6 - 12 Grading Scale

Symbol	LISD Standard
A	Grades from 90% to 100%
B	Grades from 80% to 89%
C	Grades from 70% to 79%
F	Grades 69% and below
I	Incomplete
NG	No grade: If a student has not been enrolled in school for a sufficient length of time or due to other extenuating circumstances

NOTE: Students are not to receive an Incomplete in the sixth 6 weeks. Seniors are not to receive an Incomplete after the fifth six weeks.

Citizenship (Conduct) Grading Scale

Symbol	LISD Standard	Clarifying Statement
E	Excellent Conduct	Student always follows class rules, never disruptive in class, always tries their best, has a positive attitude in class, always on task, and always follows grading expectations.
S	Satisfactory Conduct	Student usually follows class rules, rarely disruptive in class, usually tries their best, usually has a positive attitude in class, usually

		on task, and usually follows grading expectations.
U	Unsatisfactory Conduct	Student does not follow class rules, is disruptive in class, does not try their best, does not have a positive attitude in class, not on task, and does not follow grading expectations.

Reporting

Parent Communication

LISD strongly values a parent/guardian’s role in a child’s education. It is through timely communication that teachers can help parents stay involved. In addition, ongoing communication helps parents stay informed about their child’s academic progress. Parent contact or attempt to contact parents by phone, conference, or e-mail should be kept on file by the teacher. Records should include the date, student name, parent name, phone number, and notes concerning the contents and results of the conversation. For more information, contact your campus administrator.

TXGradebook – Parent Access

Luling ISD provides parents with a means of staying up-to-date on their child’s progress, TXGradebook. TXGradebook is a secure website that gives parents the opportunity to check grades and monitor attendance. Since teachers are required to update student grades weekly, parents always have an updated picture of their child’s academic progress.

Progress Reporting

Grade reports (report cards) shall be issued every six weeks. Interim progress reports shall be issued for all students after the third week of each six-week grading. Additional progress reports may be issued at the teacher’s discretion. In addition, any time a student’s grades fall below 70% in an academic subject, the teacher must have personal communication with the student’s parent/guardian, preferably in the form of a parent/teacher conference. This communication must be documented and maintained by the teacher.

Special Program Reporting

Progress reporting for students with IEPs, 504s, and ELL Accommodations must be issued at the same frequency as general education students. For students in special programs such as Bilingual/ESL, 504, GT, Dyslexia, or Special Education whose grades fall below 70%, a meeting with the appropriate committee (ARDC, LPAC, 504) shall be called to discuss the student's progress and to create an individual plan and/or make necessary adjustments to the student's current plan to help the student be successful.

Conferences

Parent-teacher conferences give teachers the opportunity to discuss student progress with parents and allow parents to ask questions about their child's learning. While this takes some time and effort, research is clear on the importance of parental involvement to student success. Conference forms are to be used and signed by both the parent and teacher. The parent is to be provided a copy of the conference form and the teacher is to keep the original on record.

Conferences for Struggling Students

Teachers are required to conference with the parents of students in danger of failing a content area or being retained no later than February of each year. This gives parents a clear picture of their child's current academic status, as well as an opportunity to work with the school to try to get the student on grade level. The conference should include the following discussion points:

- Report card data
- Attendance
- Tardies
- Behavior and Discipline
- Review all assessment data
- Review grade level goals
- Requirements of recommendations for retention, promotion, or acceleration
- Strategies for improvement and growth

Promotion and Retention

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course. It shall be coordinated with compensatory/accelerated services.

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)). In determining promotion, the District shall consider:

1. The recommendation of the student's teacher;
2. The student's grade in each subject or course;
3. The student's score on an assessment instrument administered under Education Code 39.023(a), (b), or (l); and
4. Any other necessary academic information, as determined by the District. Education Code 28.021(c)

Standards for Mastery/Promotion

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final examinations or may be administered separately. Mastery of at least 70 percent of the TEKS shall be required.

Grades 6-8

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

Grades 9-12

Grade-level advancement for students in grades 9-12 shall be earned by course credits. Changes in grade level classification shall be made at the beginning of the fall semester.

Grade-level advancement shall require the following earned state credits for all students entering grade 9:

Classification Requirements	Credits
Freshman	0 - 5.5
Sophomore	6.0 - 11.5
Junior	12.0 - 17.5
Senior	18.0 +

Students with Disabilities

The ARD committee shall determine promotion standards, appropriate assessment, and acceleration options, as established by individualized education programs (IEP) or grade-level classification of students eligible for special education services.

Limited English Proficient Students

In assessing students of limited English proficiency for mastery of the essential knowledge and skills, teachers shall be flexible in determining methods to allow students to demonstrate the knowledge or competency independent of their English language skills in the following ways:

1. Assessment in the primary language.
2. Assessment using ESL methodologies.
3. Assessment with multiple varied instruments.

Student Success Initiative

In addition to local standards for mastery and promotion, students in grade 8 must meet passing standards on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade level.

Personal Graduation Plan

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school who did not perform satisfactorily on a state-mandated assessment or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. Beginning with the 2014-2015 school year all students entering the ninth grade will be required to have a PGP. The PGP will be designed and implemented by a counselor, teacher (middle school only), or school administrator designated by the principal. For students receiving special education services, an individualized education program developed under TEC §29.005 may be used as the student's Personal Graduation Plan.

Promotion/Retention Forms (Junior High Only)

The LISD Promotion/Retention Forms are designed to review student data and other pertinent student achievement information. Campuses are to use these forms in determining whether a student is promoted or retained in a particular grade level. Upon review of a student's promotion/retention/placement criteria, the campus shall refer to the standards for mastery/promotion set forth within this document. Each decision is to be made on a case-by-case basis. For 8th graders undergoing the Grade Placement Committee (GPC) process, this form serves as documentation of academic progress.

Grade Retention Plan (Junior High Only)

The LISD Retention Plan is an action plan to be completed each time a campus decides to retain a student. This form not only documents the reason for the retention, but it also provides a framework for campuses to create an individualized plan of action for the following school year geared to help the student be successful. For 8th graders undergoing the GPC process, this form serves as a summary of the academic interventions to take place the following year.

Grade Acceleration Plan (Junior High Only)

The LISD Acceleration Plan is an action plan to be completed each time a campus decides to accelerate a student who is performing below grade level instead of retaining him/her. This form not only documents the reason for the acceleration, but it also provides a framework for campuses to create an individualized plan of action for the following school year geared to help the student get on grade level. For 8th graders undergoing the GPC process, this form serves as a summary of the academic interventions to take place the following year.

Early Graduation

Students who want to begin college may be eligible for early graduation if they meet several requirements. Early graduation must first be discussed with the counselor and approved by the campus principal prior to the beginning of the third high school year. If early graduation is approved, the student will be ranked in the class in which the student graduates.

Commencement Exercises

A student may take part in high school graduation exercises if he/she has successfully completed all requirements as determined by TEA and Luling ISD including attendance requirements, and fulfill all financial obligations to the campus/district. If a student fails to meet any graduation requirement (e.g. passing all required State level Tests) by the date of the graduation, the student may not participate in graduation exercises that school year. He/she may participate in the graduation exercises following their completion of all requirements.