



**TYLER ISD**  
SUCCESSFUL STUDENT OUTCOMES

**ELEMENTARY  
GRADING  
HANDBOOK  
2021-2022**

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# GRADING HANDBOOK

TYLER ISD

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## AWARD OF CREDIT

### Award of Credit

TAC 74.26, Policy EI

*The award of credit for a course by a school district affirms that a student has satisfactorily met all state and local requirements. A student may not be given credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered. Education Code 25.092 [See FEC] Credit for courses for high school graduation may be earned only if the student received a grade of 70 on a scale of 100, based upon course-level, grade-level standards of the essential knowledge and skills curriculum. Credit earned toward state graduation from an accredited school district shall be transferable and must be accepted by any other school district in the state. A district may not prohibit a new student from attending school pending receipt of transcripts or records from the school district the student previously attended. Credit earned in a local-credit course may be transferred only with the consent of the receiving school district. A school district must ensure that the records or transcripts of out-of-state, out-of-country, or Texas nonpublic school students are evaluated and that the student is placed in appropriate classes promptly.*

### Credit by Examination without Prior Instruction – Grades K-5

Policy EHDC (LOCAL)

*If a student in grades 1–12 wishes to accelerate to the next grade level or earn course credit without having received prior instruction in the grade level or course, the District shall offer opportunities in accordance with state law and State Board rules for the student to take a Board-approved examination for this purpose.*

*In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:*

- *Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.*
- *Recommendation of the kindergarten or preschool the student has attended.*
- *Chronological age and observed social and emotional development of the student.*
- *Other criteria deemed appropriate by the principal and Superintendent.*

If a student wishes to take an examination for acceleration, no fee shall be charged if tested during the scheduled testing dates. If a parent or student requests an alternative examination, the District may administer the test purchased by the parent or student from a State Board approved university. If a score of 80 or above is made on all four exams, credit shall be awarded for that grade level. Parents must complete the Credit By Examination Application through the campus counselor who will then submit it to the campus testing coordinator (CTC). The CTC will submit the completed application to the assessment department for final processing.

### Physical Education Excuses, Exemptions

Policy EHAB

*A district must provide an exemption for a student who is unable to participate in the required physical activity because of illness or disability.*

A note from a physician is required for a temporary excuse of more than two weeks. A student with a

temporary excuse shall remain in class and complete alternate assignments. Modifications or exemptions from physical education must be documented.

## GRADING

### Academic Dishonesty

Policy EIA (LOCAL)

*Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties and grade penalties on assignments or tests 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 other supervising professional employee, taking into consideration written materials, observation, or information from students.*

### Gifted and Talented Program

Elementary gifted and talented students are served in pullout programs. Students in the gifted program may be assessed to determine if the program meets the educational needs of the student. At any time the parent of a gifted student, the regular classroom teacher, the GT teacher, or principal may request a meeting to review a student's placement in the program. If the consensus of the review committee, including the Coordinator of Elementary Programming, indicates the program is not meeting the educational needs of the student, the student may be withdrawn from services.

Students may not be removed from participation in the gifted and talented program on the basis of only one criterion. Just as several criteria are used to determine placement, several criteria are required for withdrawal. A gifted and talented placement review form must be completed for each student being assessed.

### Grade Book Guidelines

Accurate and up-to-date on-line grade books will be kept by each teacher K-5 with a sufficient number of grades for each student. So that realistic grade averages may be obtained, the minimum number of grades in the grade book will be:

- A minimum of one (1) daily grade a week with a minimum of two (2) assessment grades: 1 before progress reports and 1 before the end of the grading period.
- The number of assessment grades will vary with the length of curriculum units (minimum of 2 per grading period).
- The number of grades required in elective classes, such as physical education, music, and art will be dependent upon the number of times a student attends within a grading period.
- In grades KG-5, numerical scores in language/composition, reading, math, science/health, and social studies shall be given to report progress to parents.
- Designations of "excellent," "satisfactory," "needs improvement" or "unsatisfactory" shall be given for work habits (K-5).
- The grading period in the core subjects (Reading, Language Arts, Math, Science, and Social Studies) is a weighted average of the grades recorded during the grading period in those subjects. Please reference the Elementary Gradebook Categories table on page 7.
- Art, Music, and Physical Education grades are based on participation and mastery of the Texas Essential Knowledge and Skills utilizing the Standards Based Mastery Rubric shown on page 8.
- The Final grade is obtained by averaging the four grading periods.
- Grammar and spelling errors shall be noted on student assignments.

- Students shall not grade test papers or record grades.
- Grades shall not be changed following the end of a reporting period unless an error has been made. Grade change requests must be submitted on the appropriate forms and shall be subject to the principal's approval.
- Students that receive a score below 70 on an assessment grade during the last week of the reporting period will have the opportunity for reteach/reassessment. The reassessment grade will be posted the first week of the next reporting period.
- Academic Honor Roll should consist of grades from core subjects from reading, writing, math, science, and social studies.
- District Benchmark, mClass and Star Renaissance assessments are used for progress monitoring purposes and will not be recorded as an assessment grade.

The electronic grade book for grades KG-5 will have two categories for grades: daily grades and assessment grades. Examples of the types of grades suitable for each category include the following:

- **Daily Grades:** daily class work, worksheets, quizzes, group work, book reports, spelling tests, vocabulary quizzes, teacher made tests, performance indicators, and projects
- **Assessment Grades:** district, campus and unit assessments

These two categories will be weighted so that the average of the daily grades and the average of the assessment grades will comprise the nine weeks grade. Assessment grades lower than a 70% shall be retaught and reassessed. The weighting of daily grades and assessment grades are shown in the table below:

**Elementary Gradebook Categories**

Grade Level	Daily Grades	Assessment Grades
KG - 1	85%	15%
2 - 5	70%	30%

The purpose of grade reporting is to inform parents and students about learning. Nine week grades of 70 or greater, or a rubric score of R2 or greater, indicate that a student is meeting the required state and local passing standard. Any grading period rubric score of R0 or R1, or a grade below 70 indicates that a student is failing to master the required curriculum. It is recommended that teachers post failing grade using a range between 50-69. Any grading period grade earned that is less than 50 is suggested to be posted as a 50 with a plan for improvement in order to allow the student an opportunity to pass. If a teacher chooses to post a 50 or below, the teacher must communicate to the parent and the principal the grade earned and develop a plan for improvement.

## Grading Guidelines

Policy EIA (LOCAL)

*The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned. Guidelines for grading shall be clearly communicated to students and parents.*

## Standards Based Mastery Rubric for K-5 Elective Courses

### **Advanced (R4)**

The student **consistently works independently** with more depth and extension on grade level work **and exceeds** by performing at a higher grade level standard as described by the grade level *TEKS*.

### **Proficient (R3)**

The student **consistently** meets the standard as described by the grade level *TEKS*. The student works independently and demonstrates **mastery** of the standard.

### **Basic (R2)**

The student is **beginning to**, and **occasionally does**, meet the standard as described by the grade level *TEKS*. The student is making **adequate progress** with minimal support.

### **Novice (R1)**

The student is **not meeting** the standard as described by the *TEKS* for this grade level. The student is **progressing** but requires constant support.

### **No Progress (R0)**

The student is **not making progress** toward the standard as it is described by the *TEKS* for this grade level.

**Rubric Conversion Table**

<b>Overall Performance</b>	<b>Rubric Base</b>	<b>Grade Equivalent</b>	<b>Percentage Equivalent</b>	<b>Grade Range Conversion</b>
Advanced: Excellent	R4	4.0 3.7	95-100 92-94	3.7 - 4.0
Proficient: Above Average to Average	R3	3.3 3.0 2.7	88-91 85-87 82-84	2.7 - 3.69
Basic: Average to Below Average	R2	2.3 2.0 1.7 1.6	78-81 75-77 72-74 70-71	1.6 - 2.69
Novice: Needs Improvement	R1	1.3 1.0 0.7	68-69 65-67 62-64	0.7 - 1.59
No Progress	R0	0	55-61	0 - 0.69

## Grading of Limited English Proficient (LEP) Students

The grading of English Learners is to be assessed for progress and achievement through the language of Instruction as designated by their Bilingual/ESL program. For English Learners who are provided instruction in the primary language, districts are to assess progress in the mastery of the Texas Essential Knowledge and Skills in the primary language, as well as assessing their progress in learning English. The district grading scale applies to content taught in the primary language. No English Learner can fail a class due to lack of English Language Proficiency.

## Grading of Special Education Students

The ARD Committee is responsible for making decisions surrounding grading practices for students with disabilities. ARD committees must base grading considerations and decisions on individual student needs. Day-to-day decisions by classroom teachers pertaining to grading should reflect the ARD committee's choices for accommodations, modifications, IEP goals, progress monitoring, and grading. ARD committees must ensure that accommodations and modifications included in the IEP are effective for the student. Accommodations and modifications should assist students in accessing and progressing in the general curriculum and in meeting his/her IEP goals. Their intent is not so that a student passes a class. (Freedman, 2008).

The ARD committee is also responsible for continuously reviewing and updating its decisions based on a student's progress and based on his/her present levels of academic achievement and functional performance (PLAAFP). The ARD committee also ensures supports and services are being faded, increased, and altered (when appropriate) to ensure a least restrictive environment and aptly providing free appropriate public education (FAPE). The least restrictive environment is inclusive of supports and services, not simply a location where services are received.

Educators involved in the decision making progress should react quickly to low grades that might indicate a student is struggling to access or make progress in the general education curriculum. When there is concern that the current supports and supplementary services are no longer effective for a student, an ARD committee meeting may need to take place. The ARD committee must revise the IEP as appropriate to address a student's lack of expected progress toward the annual goals and in the general education curriculum.

Progress of students with a grade designation of Infant (IN) and Prekindergarten/Early Childhood Special Education (ECSE) and those receiving Orientation and Mobility Training, Occupational Therapy, Physical Therapy, Speech Therapy, and any other service not provided through regular education shall be reported through IEP progress reports in concurrence with the issuance of report cards.

The following chart differentiates the various roles that individuals and/or groups serve in the decision making process concerning grading students with disabilities. In addition, the charts can serve to clarify specific responsibilities of those individuals and the actual grading process.



## Decision Making Responsibilities Related to Grading

ARD Committee (Makes individualized decisions for each student)	Administrator (Makes general decisions for a campus)
<ul style="list-style-type: none"> <li>• Determines location, duration, and frequency of services that will allow a student to access and make progress in the general education curriculum.</li> <li>• Determines who (what position: Special Educator, General Educator, Related Service Provider, Etc.) is responsible for implementing and measuring progress toward IEP goals.*</li> <li>• Determines the accommodations, modifications, supports, and supplementary aids and services needed by each student with a disability to successfully be involved in and progress in the general curriculum while achieving the goals of the IEP.</li> <li>• Determines “how often” and “how” the LEA will monitor and report the student’s progress towards IEP goals.</li> <li>• Determines promotion/retention decisions.**</li> <li>• Determines modified grading policy if appropriate. ***</li> </ul>	<ul style="list-style-type: none"> <li>• Determines any “campus” grading policies for all students</li> <li>• Determines master schedule for campus, including assignments of teachers and support staff. Administrators would also determine a teacher of record for grading purposes.</li> <li>• Determines how to implement the district’s grading policy.</li> <li>• Determines how those implementing the IEP would document supports, including accommodations, modifications, and specially designed instruction.</li> </ul>

\*This determination is not a requirement, but ARD committees may find it helpful to include this information in a student’s IEP.

\*\* ARD committees will make decisions pertaining to promotion and retention, serving also as the grade placement committee when a student fails, with the **exception of determining if a student receives “course credit” for high school.**

\*\*\*If appropriate accommodations, modifications and specially designed instruction are in place for a student, there should be few instances when there would be a need to alter the student’s individual grading policy. When doing so, the ARD committee should be able to defend the reason and ensure that the committee made the decision based on individual student needs. **The ARD committee must also ensure that the grading policy a student’s teachers use is one that is also available to all students regardless of special education eligibility.**

*More information on grading for students receiving services through special education can be found through TEA’s [Grading and Progress Monitoring for Students with Disabilities](#)*

### Grading of Transfer Students

When a student transfers within the school district, the average grades from the previous campus will be averaged with grades awarded on the current campus.

## Grading of Students Placed at the District Alternative Education Placement Facility (DAEP)

Online learning through classroom courses, curriculum based software programs and additional materials will be used to provide instruction and collect grades for core area coursework of students attending the Tyler ISD DAEP program. All coursework not available through the above mentioned pathway shall be provided by the home campus teacher of record to the DAEP Coordinator's designee. That designee shall be the official contact to receive and return coursework to the home campus teacher. A cumulative grade for each student attending the DAEP should be recorded electronically.

Progress reports and report cards for individual students attending the DAEP will be sent electronically to the DAEP designee for distribution to students on the date determined for report distribution.

## Homework

Home assignments are necessary to provide enough time for students to master subject matter and complete long-term projects. Homework should be purposeful, adjusted to the level of the individual child, and related to specific subject objectives. Assignments should provide practice on skills already taught or prepare students to begin a new topic or part of the course.

**Therefore, should a campus adopt homework guidelines, the following should be adhered to:**

- Sufficient explanation must be given so that students know what they are to do, understand how to do it, realize why they are doing it, and are motivated to complete the assignment.
- Homework must be evaluated in an appropriate manner by the teacher.
- Only one completion grade per grading period should be recorded in the grade book.
- Homework assignments should be avoided immediately before holidays or major special events. Homework should never be assigned as a disciplinary measure.
- Homework should not exceed 30 minutes per night for grades K-2 and 60 minutes per night for grades 3-5 for all subjects combined.
- Additional homework practice should be agreed upon between teacher and parent.

## Interim Reports (Progress Reports)

Policy EIA (LOCAL)

Grades are to be indicated on progress reports in Grades K-5. An interim progress report shall be issued once during the first grading period for Kindergarten students and twice each grading period for students in grades 1-12. Supplemental progress reports may be issued at the teacher's discretion at any time during the grading period.

## Make-Up Work and Late Assignments

Policy EIA

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. Teachers may assign a penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students. The maximum grade of 70%, or a rubric score no greater than R2, will be used for retesting, late projects, and late assignments from an unexcused absence. Make-up work following an excused absence will be posted as the actual grade earned.

A student will be allowed three calendar days on a traditional schedule for each day of absence to make up missed class work or assignments. It is the responsibility of the student to secure the assignments from the teacher and make up the work. The student should contact the teacher to make arrangements to obtain the assignments on the day he or she returns to class. The three day period will begin at the

point the student receives the assignments from the teacher. The make-up work shall be determined by the teacher based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements. Any extenuating circumstances or delay in completing the missed work must be approved by the principal or designee.

## Notice to Parents

### Policy EIA

*The Board shall adopt a policy that:*

- *Provides for a conference between parents and teachers;*
- *Requires a District, at least once every 12 weeks, to give written notice to a parent of a student's performance in each class or subject; and*
- *Requires the District, at least once every three weeks, or during the fourth week of each nine-week grading period, to give written notice to a parent if a student's performance in a foundation curriculum subject [see EHAAA] is consistently unsatisfactory, as determined by the District.*

The notice required in the second and third items listed above must provide for the signature of the student's parent and must be returned to the student's home campus.

## Parent Conferences

### Policy EIA (LOCAL)

*In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.*

At the kindergarten level, the first reporting period will be completed as a parent/teacher conference and grades will begin during the first grading period. In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

## Parent Self Serve

Parents and students in grades KG-5 have the ability to view information that teachers enter in the grade book over the internet. Changes or additions to student grades are available instantly for both parents and students. Teachers are expected to maintain a minimum of one daily grade per week. A minimum of two assessment grades should be recorded: one prior to progress reports and one before the end of the grading period. All grades, assignments and category weights can be viewed through Parent Self Serve.

## Progress Reporting (Report Cards)

### Policy EIA (LOCAL)

Grade reports (report cards) shall be issued at the end of each grading period and shall be distributed by the teacher to the students at the time and manner arranged by the principal. Students should be enrolled at least 15 school days to receive a report card for a reporting period.

## Relation to Essential Knowledge and Skills

### Policy EIA (LOCAL)

*The District shall establish instructional objectives that relate to the essential knowledge and skill 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. 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.*

### Reteaching and Tutorial Services

Reteaching is a sound instructional practice intended to ensure mastery of content. Reteaching occurs during the regularly allocated time for instruction in a particular subject or during tutorials scheduled for the subject area, and at such time as a student or students' mastery level falls below 70%. Following reteaching, concepts/skills may be retested/checked and recorded in the grade book for major assessments only. Grades earned from reteaching shall be no greater than seventy (70). Retesting refers to unit/chapter/ or major assessments and projects, i.e. covering several instructional objectives, concepts, or skills that are not routine. Retesting is not intended to solely improve students' grades; therefore, retesting will not be offered for daily grades, e.g. routine quizzes, projects, or assessments covering few objectives. The assessment offered for retesting shall be significant enough to offer proof of mastery of course content objectives. Retesting may be done utilizing an alternative version of the originally administered assessment. In the event that a student fails following reteaching, the greater of the two grades is used. Students who fail when retested must be scheduled into tutorial sessions.

### Tutorials

Each campus shall provide the opportunity for students to participate in tutorial programs as needed. All parents shall be notified of the availability of tutorial assistance.

### Work Habits Grade

Work habits (grades K-5) are based on classroom observation and judgment of teachers and carry no numerical significance. For elementary teachers who are self-contained, the work habits/conduct grade will be reported in the Work Habits course on the report card for grades KG-5. If a student has multiple teachers in a departmentalized setting, each teacher will assess and report work habits/conduct during that subject area and the student will have multiple work habits/conduct scores on the report card.

A student's academic grade average is based exclusively on scholastic achievement. The work habits grade is used to reflect cooperation and responsiveness of the student. Work habits will be assessed and recorded as a separate conduct grade using the E (Excellent), S (Satisfactory), N (Needs Improvement) and U (Unsatisfactory) scale. Comments are required when an N or U is given to a student.

Work Habits grades for grades KG -5 are defined as follows:

Excellent	Earns consistent praise/recognition for exemplary behavior.
Satisfactory	Conforms to school and class rules. Responds to occasional correction in a positive manner.
Needs Improvement	Requires consistent/repeated correction.
Unsatisfactory	Disrupts class, poor attitude, lacks respect for class or teachers.

### Work Habits Comments

Personal behavior improvement needed comments:

1. Exhibiting self-discipline
2. Following classroom rules
3. Working well with others

4. Accepting redirection and correction
5. Accepting responsibility for choices and actions
6. Controlling talking
7. Completing class assignments
8. Following oral or written directions

Academic and study habits comments:

9. Student is exhibiting positive behaviors
10. Student is showing improvement
11. Attending tutorials will help the student
12. Requires instructional accommodation
13. Not working to his/her ability
14. Not organized with materials or assignments
15. Absences/tardies are affecting work
16. Parent conference is needed
17. Student is not engaging in ALL course content.

## STUDENT ATTENDANCE

**(See Parent and Student Handbook and Return to Learn Plan)**

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, 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.

## STUDENT PROMOTION

### Local Criteria for Promotion, Retention and Grade Advancement

- The following factors shall be considered in promoting, retaining, or advancing students:
  - Academic achievement
  - Attendance
  - Age
  - Effort
  - Maturity
  - Long-term effects of repeating the work
  - The teacher's decision on passing or failing the course
  - The principal's decision on passing or failing the course
  - Student's effort to attend and successfully complete any extended day, week or year programs

### Elementary Criteria for Promotion

To be promoted from one grade level to the next in Grades K-1, a student shall attain for the year an overall average of 70 or above in reading, language arts and mathematics. To be promoted from one grade level to the next in Grades 2-5, a student shall attain for the year an overall average of 70 or

above in the core subject areas. The overall average shall be derived by averaging the final numerical score for reading/language arts, mathematics, social studies, and science. In addition, a student shall attain an average of 70 or above in reading/language arts and in mathematics.

### Special Education Students

The decision to promote or retain a student with a disability requires input from the admissions, review, and dismissal (ARD) committee.

### Limited English Proficient (LEP) Students

LEP students are not to be denied promotion when mastery of the Texas Essential Knowledge and Skills has been demonstrated in their primary language.

### State Criteria for Promotion, Retention, and Grade Advancement

Policy EIE

Promotion and course credit shall be based on mastery of the curriculum and in compliance with state and federal requirements. See EIE (Local) for additional information.

### Grade Advancement Testing

The District shall test all eligible students. An eligible student is subject to all grade advancement requirements, including the automatic retention component, if the following two criteria are met:

- The student is enrolled in a District or charter school on any day between January 1 and April 15 of the school year during which the grade advancement test is administered; and
- The student is eligible for enrollment in a Texas public school (as defined by legal residence in the state) during the week of the first general grade advancement test administration as established in the assessment calendar by the Commissioner.

### Required Assessment

A student in the fifth grade, who does not perform satisfactorily on the reading and math assessments, may not be promoted to sixth grade. Promotion or retention will be determined through a grade placement committee (GPC).

### Unsatisfactory Performance on Assessment Instruments

The District shall provide at least two additional opportunities to take the assessment. Each time a student fails to perform satisfactorily on a grade advancement test, the District shall provide the student with accelerated instruction in the applicable subject area. The District must accommodate the request of an out- of-District student to participate in any established on-campus summer accelerated program, provided the student is living away from his or her home district and the program matches the accelerated instruction prescribed by the student's grade placement committee.

### 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.

## REFERENCES

This manual includes material from legal statutes, State Board of Education rules, School Board Policies, and Administrative Regulations.

Citations include:

<http://www.statutes.legis.state.tx.us/?link=ED>

**Texas Administrative Code, TAC** Rules and regulations adopted by the State Board of Education **Texas Education Code, TEC** State statutes adopted by the Texas Legislature

<http://www.sos.state.tx.us/tac/index.shtml>

### **TISD Policy (LEGAL)**

<https://pol.tasb.org/Home/Index/1081> TISD Board approved policies that are mandated by, and referenced to, a source of authority common to all school districts such as Texas Education Code or Texas Administrative Code – when no parenthetical reference is made, Legal policy is assumed – Example: Policy EIF refers to Policy EIF (LEGAL)

### **TISD Policy (LOCAL)**

<https://pol.tasb.org/Home/Index/1081> TISD Board adopted policies derived from legal references or from District initiated material.

Other useful publications that interpret district practice may be accessed on the website under [Students & Families - Handbooks](#).