**Reflection Process**

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Adapted from The Principal Portfolio, 2nd Edition (2000) by G. Brown and B. Irby

*Artifact: Identify the assignment. (Optional) Include any documents that support your completion of the assignment (documents may be scanned).*

006.2 Critique the procedures being used in student placement (grouping, promotion, and retention) at the campus.

HISD Promotion Standards

<http://www.houstonisd.org/domain/7905>

*Describe: Describe the findings for the assignments.*

Student placement is based on a variety of measures from a campus to a state level. The district administers common formative assessments (CFAs) where teachers use the data to place students in small groups within the classroom. In order for students to be promoted in HISD, they have to meet promotion standards. This generally includes a combination of classroom grades, local and/or state assessments and attendance (*A student’s total number of unexcused absences cannot exceed 10% of class meetings.*). Under the Student Success Initiative (SSI), 5th and 8th graders must pass both the STAAR math and reading assessments to be promoted. For students in grades 1st and 2nd, promotion standards in passing of 80% or higher on the High Frequency Word Examination, 70% or above average in all academic areas and sufficient attendance. For grades 9-12, students are promoted based on course credits, 70% or better academic average and attendance. For English Language Learners, the Grade Placement Committee (GPC) in consultation with the Language Proficiency Assessment Committee (LPAC) will determine promotion standards. For students with disabilities, the campus ARD/IEP committee will determine the promotion status based on mastery of IEP goals and objectives and /or course requirements, Failure to meet promotion standards results in attending summer school and/or possible retention.

*Analyze: a. Describe the importance of the findings for the assignment.*

Knowing student placement is important because it paints an academic background for students. It identifies possible strengths and weaknesses of students and how they affect learning. Student placement shows an educational diagnostician how students perform in the classroom, in testing situations and can support the referral information. As a general education teacher and a member of the ARD committee, we decide if and how promotion standards will apply to an individual.

*b. Include connections to your 5 year goals or desired position.*

This is directly tied into my five year goals because when I am an educational diagnostician I need to be an expert at being able to identify the academic promotion and retention standards for a district that I will be employed with.

*c. Compare/contrast elements in your findings to your experiences or previous knowledge.*

I have found that majority of special education students are not affected by promotion standards or are different from the district standards. However, all students should meet some criteria for promotion.

*Appraise: Critique or describe whether any of your findings were beneficial to you or not.*

The findings are beneficial because as an educational diagnostician, you depend on this type information to paint a picture of a student and identify what they need. If a student has been retained numerous times, it is my job to find out why and make recommendations to help them in the classroom and on testing to be successful.

*Transform: a. Describe any future ideas or insights you gained.*

*b. Describe future plans for use of the ideas presented, including any changes in your current practices or, describe how the information confirmed your current practices and/or beliefs.*

I will continue to make sure that my students are performing towards mastery of their specific IEP goals and objectives and work equally as hard to meet the district promotion standards even if it does not apply to them based on the ARD committee decision.