

ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(LOCAL)

CURRICULUM MASTERY	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 and shall be coordinated with compensatory/accelerated services. [See EHBC]
STANDARDS FOR MASTERY	<p>In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:</p> <ol style="list-style-type: none">1. Course assignments and unit evaluation shall be used to determine student grades in a subject. Except for kindergarten and grade 1, an average of 70 or higher shall be considered a passing grade. Kindergarten progress shall be reported using grading symbols for essential indicators of the Texas standards. Grade 1 mastery of objectives shall be reported using a combination of grading symbols and a lettering system.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 objectives shall be required.
PREKINDERGARTEN AND KINDERGARTEN	No student shall be retained in prekindergarten. Kindergarten retention shall be discouraged. Exceptions shall be allowed only when the parent, the classroom teacher, and the principal reach consensus that retention is in the best interest of the student.
GRADE 1	Promotion to grade 2 shall be based on an assessment of the student's academic achievement. Input from the parent, the classroom teacher, and the principal shall be considered when making this decision.
GRADES 2-5	<p>In grades 2-5, 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.</p> <p>In addition to the numerical average of 70 in language arts, a student should be reading "on-level." "On-level" reading shall be assessed using one of the District-recommended assessment instruments. The assessed level shall be considered "on level" if the student is no more than one-half year below his or her assigned grade as determined by the scoring scale provided with the assessment instrument.</p>
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 upon course-

level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in each of the following areas: language arts, mathematics, science, and social studies.

A student may replace a failing grade in a course with a passing summer school grade in the same course, limited to a maximum of three courses.

GRADES 9–12

Grade-level advancement for students in grades 9–12 shall be earned by number of course credits that include success in required courses as described within the Board-approved high school student handbook. Changes in grade-level classification shall occur once a year during the summer when the student database is rolled forward. Exceptions to this include students who attend summer school and qualify for reclassification in August. Reclassification of students participating in District programs designed to help them regain normal class status may occur at other times with the approval of the assistant superintendent for teaching and learning. [See EI(LOCAL)]

STUDENTS WITH
DISABILITIES

Promotion standards and appropriate assessment and acceleration options, as established by individualized education programs (IEP) or grade-level classification of students eligible for special education, shall be determined by the ARD committee.

LIMITED ENGLISH
PROFICIENCY
STUDENTS

In assessing students of limited English proficiency for mastery of the essential knowledge and skills, the District shall be flexible in determining methods to allow the students to demonstrate 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. [See EHBE]

STUDENT SUCCESS
INITIATIVE

In addition to local standards for mastery and promotion, students in grades 5 and 8 must meet the passing standard on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade.

DEFINITION OF
'PARENT'

For purposes of this policy and decisions related to the student success initiative, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a Power of Attorney, to have responsibility for the student in all school-related matters (see FD); a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the grade placement committee (GPC) for all purposes; or in the event that a par-

ent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student.
[See EIE(LEGAL)]

NO ALTERNATE
ASSESSMENT
INSTRUMENT

The District shall use only the statewide assessment instrument for the third testing opportunity.

STANDARDS FOR
PROMOTION UPON
APPEAL

If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the GPC shall review all facts and circumstances in accordance with law and shall apply the following standards in deciding to promote or retain the student:

1. Evidence of satisfactory student performance, including grades, portfolios, work samples, local assessments, previous state assessments, or individual reading or mathematics diagnostic tests or inventories, as appropriate;
2. Improvement in student test performance over the three testing opportunities;
3. Extenuating circumstances that may have adversely affected the student's participation in instruction, required assessments, or accelerated instruction; and
4. Consideration of whether a student was not enrolled in a Texas public school for part of the school year.

The student shall not be promoted unless:

1. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and
2. The student completes accelerated instruction in the subject area for which the student failed to demonstrate proficiency before placement in the next grade level.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.

TRANSFER
STUDENTS

When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two

testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.

When a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the District will honor the decision of the previous school's GPC.

ASSIGNMENT OF
RETAINED STUDENTS

In the event a student is not promoted to the next grade level, the District shall assign the student nevertheless to an age-appropriate campus, unless:

1. The student's parent requests that the student be assigned to the same or a similar campus setting; or
2. The student's GPC determines that it would be in the student's best interest to be assigned to the same or a similar campus setting. Criteria to be considered for this decision may include:
 - a. Recommendations from the student's teachers.
 - b. Observed social and emotional development of the student.

This provision shall apply only when:

1. A student who is 12 years old on or before September 1 of the following school year is retained in grade 5; or
2. A student who is 15 years old on or before September 1 of the following school year is retained in grade 8.

PLACEMENT OF
MIDDLE SCHOOL
STUDENTS

Students may be placed in the next grade rather than promoted if they meet one of the following criteria:

1. The student received a passing score on the TAKS in the same subject area as each course with a failing grade. The following TAKS subject areas correspond with courses listed:

TAKS Writing 7	English 7
TAKS Reading 6, 7, 8	Reading 6, 7, 8
TAKS Math 6, 7, 8	Math 6, 7, 8
TAKS Social Studies 8	History 8
TAKS Science	Science 8
2. The student successfully completed the requirements of an extended year program for at-risk students.

3. The SAS committee recommendation.

REDUCING STUDENT
RETENTION

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. [See EHBC]