

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, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.
STUDENTS RECEIVING SPECIAL EDUCATION SERVICES	Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]
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"><li>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.</li><li>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 exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.</li></ol>
KINDERGARTEN	In kindergarten, the District may grant promotions using assessment methods other than numerical scores including, but not limited to, skills checklists.
GRADES 1–5	In grades 1–5, promotion to the next grade level shall be based on an overall average of 70 on a scale of zero to 100 based on course-level, grade-level standards (essential knowledge and skills) for language arts, mathematics, social studies, and science, and a grade of 70 or above in language arts and mathematics.
GRADES 6–8	In grades 6–8, beginning with the 2007–08 school year, promotion to the next grade level shall be based on an overall average of 70 or above on a scale of zero to 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, social studies, and science.
GRADES 9–12	Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

ACADEMIC ACHIEVEMENT  
RETENTION AND PROMOTION

EIE  
(LOCAL)

DETERMINING COURSE CREDITS	If required by state law that the EOC assessments count as 15 percent of the final course grade, EOC assessments shall be used to determine course credits. [See EIA(LOCAL) and EIE(REGULATION)]
ACCELERATED INSTRUCTION	<p>Acceleration of student learning shall begin in the classroom with the implementation of effective instructional strategies and structures as recommended by the Response to Intervention (Rtl) Team or grade placement committee (GPC), based on the individual student's learning needs.</p> <p>If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grades 5 and 8 shall be subject to all provisions of GRADE ADVANCEMENT TESTING, below.</p>
GRADE ADVANCEMENT TESTING	Except when a student will be assessed in reading or mathematics above his or her enrolled grade level, students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the District's local standards for mastery and promotion.
DEFINITION OF 'PARENT'	For purposes of this policy and decisions related to grade advancement requirements, 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 or an authorization agreement as provided in Chapter 34 of the Family Code, 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 parent, 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	<p>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.</p> <p>The student shall not be promoted unless:</p> <ol style="list-style-type: none"><li>1. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction</li></ol>

during the following school year in accordance with the educational plan developed by the GPC; and

2. The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.

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.

If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with the District's standards for promotion.

PROCEDURES TO  
REDUCE RETENTION

A campus review committee, the RtI designated by the building administrator, shall determine acceleration strategies to be used for a student at risk of failing on the basis of the individual student's strengths and weaknesses.

ASSIGNMENT OF  
RETAINED STUDENTS

In the event a student is not promoted to the next grade level, the District shall nevertheless assign the student 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.

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]