

ACADEMIC ACHIEVEMENT  
RETENTION AND PROMOTION

EIE  
(LOCAL)

GENERAL

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

Mastery level, promotion standards and appropriate assessment and acceleration options, and/or grade level classification for any student who is receiving special education services shall be determined by the student's admission, review, and dismissal committee and shall be reflected in the student's individualized education program (IEP). [See EHBA series and EKB]

CURRICULUM  
MASTERY

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

1. Teachers shall use course assignments and unit and course evaluations to determine a student's 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 classroom instruction or may be administered separately. Mastery of at least 70 percent of the objectives shall be required to obtain a passing grade.

STANDARDS FOR  
GRADE PROMOTION /  
GRADE  
ADVANCEMENT  
TESTING

Promotion to the next grade shall be based on performance on state and local assessments and attainment of standards for mastery of the Texas Essential Knowledge and Skills (TEKS) in all subject areas and a grade of 70 or above in the following areas: language arts, mathematics, science, and social studies. In addition, under grade advancement testing, students must pass certain tests under the State of Texas Assessments of Academic Readiness (STAAR), as described below, to be promoted to the next grade level:

<u>Grade</u>	<u>Subject</u>
5	Reading and Mathematics
8	Reading and Mathematics

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GRADES 1–2	The promotion of students in grades 1 and 2 shall be based on formal and informal assessments of the TEKS. [See EIA(LOCAL)]
GRADES 3–5	<p>In addition to any other requirements established by Board policy or applicable law to advance to the next grade, all students in grades 3–5 must attain:</p> <ol style="list-style-type: none"><li>1. An overall average of 70 on a scale of 100 based upon course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas; and</li><li>2. A grade of 70 or above in language arts, mathematics, science, and social studies.</li></ol>
GRADES 6–8	<p>In addition to any other requirements established by Board policy or applicable law to advance to the next grade, all students in grades 6–8 must attain:</p> <ol style="list-style-type: none"><li>1. An overall average of 70 on a scale of 100 based upon course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas; and</li><li>2. A grade of 70 or above in language arts, mathematics, science, and social studies.</li></ol>
GRADES 9–12	Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]
OTHER CONSIDERATIONS	<p>If a student meets promotion standards under the Student Success Initiative for a particular grade but does not attain a grade of 70 or above in language arts, mathematics, science, and social studies as required for promotion to the next grade level, the school shall convene a placement committee to review the student’s overall academic performance and may develop a plan under which the student may be placed in the next grade. The Superintendent or designee shall develop guidelines that schools will follow in reviewing the student’s performance and developing placement plans.</p> <hr/> <p><b>Note:</b> The following provisions relate to decision-making under the Student Success Initiative.</p> <hr/>
ACCELERATED INSTRUCTION	<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>

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GRADE  
ADVANCEMENT  
TESTING / STUDENT  
SUCCESS INITIATIVE

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

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 for a statewide assessment, the GPC shall review all facts and circumstances in accordance with law.

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 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.

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- TRANSFER STUDENTS      When a student who has failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities transfers into the District, 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 who has failed to demonstrate proficiency after three testing opportunities transfers into the District, 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.
- ASSIGNMENT OF  
RETAINED STUDENTS      If 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]