

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	In addition to the factors in law that must be considered for promotion, mastery shall be determined through course assignments and assessments to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
Kindergarten and Grade 1	<p>A nongraded report card shall be used in kindergarten and grade 1. In order to determine standards for promotion, the following criteria shall apply.</p> <p>In order to be promoted to grade 1, a kindergarten student shall meet each of the following criteria:</p> <ol style="list-style-type: none">1. Proficiency on the kindergarten Texas Essential Knowledge and Skills (TEKS) in the four core areas: language arts, mathematics, science, and social studies as evidenced by the student's portfolio of works (measured against District rubric standards);2. Developmentally appropriate social adjustment;3. Appropriate language development (reading and writing); and4. Compliance with the attendance policy [see FEC]. <p>In order to be promoted to grade 2, a student in grade 1 shall meet each of the following criteria:</p> <ol style="list-style-type: none">1. Proficiency on the grade 1 TEKS in the four core areas: language arts, mathematics, science, and social studies (measured against District rubric standards);2. Demonstration of grade-level proficiency in reading and mathematics; and3. Compliance with the attendance policy [see FEC].

Grades 2–5

In grades 2–5, promotion shall be based on the following:

1. Grade-level proficiency in reading (determined by teacher observations and other data including state and local assessments) and mathematics (determined by teacher observations, state and local assessments, and other data);
2. A 70 percent yearly average in language arts;
3. A 70 percent yearly average in mathematics;
4. A 70 percent combined yearly average in language arts, mathematics, social studies, and science;
5. Compliance with the attendance policy [see FEC]; and
6. Proficiency on the state assessment for grade 5 reading and mathematics.

Grades 6–8

In grades 6–8, promotion to the next grade level shall be based on the student meeting all of the following:

1. An overall average of 70 percent on a scale of 100 for all subject areas combined;
2. A grade of 70 or above in both mathematics and language arts;
3. A grade of 70 or above in either science or social studies;
4. Compliance with the attendance policy [see FEC]; and
5. Proficiency on the state assessment for grade 8 reading and mathematics.

Grades 9–12

Grade 9 in 2014–15 and Thereafter

Effective with the entering freshman class of 2014–15, grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

Students Entering High School Prior to 2014–15

Students entering high school prior to the 2014–15 school year shall be assigned to a grade 9 cohort group with an anticipated graduation date four years from the time of entrance. As defined by the state of Texas, a student shall have four years to complete all high school requirements related to credits and assessment measures in order to be considered a graduate. Therefore, student grade classifications shall be defined by the number of years students have been in high school. Each cohort group of students who entered together as ninth graders shall roll up annually in August to the next year of high school (grade 10, grade 11, and grade 12) through the completion of the fourth year of high school.

**Accelerated
Instruction**

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.

**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

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.

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 in-

terim 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.

Texas Public
School 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 shall 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.

**Assignment of
Retained Students**

A student not promoted to the next grade level shall remain at the same campus or shall be assigned to a similar campus setting unless the student's GPC determines it would be in the student's best interest to be assigned to an age-appropriate campus.

**Reducing Student
Retention**

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