

Philosophy	<p>The Board believes that all students can reach their full potential. To this end, the District shall provide an equitable learning environment that provides all students with access to the curriculum. The District shall enable students to own and be responsible for their learning by implementing systems that equip students to know where they are, where they are going, and to measure their growth and progress towards mastery.</p>
Curriculum Mastery	<p>Promotion and course credit shall be based on mastery of the Texas Essential Knowledge and Skills (TEKS) articulated in the written curriculum. The Superintendent shall establish expectations and standards for promotion for each grade level, content area, and course as articulated in administrative procedures. These standards shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC]</p> <p>The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English learners [see EHBE and EKBA] to demonstrate proficiency.</p>
Students Receiving Special Education Services	<p>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]</p>
Students Identified as English Learners	<p>Identified English learners who participate in the bilingual and/or ESL program may be promoted if there is sufficient evidence demonstrating student progress towards mastery of the TEKS and/or student progress towards the acquisition of academic English language proficiency. English learners must receive instruction commensurate to their level of English proficiency. Bilingual program students may demonstrate student progress towards mastery of the TEKS in either target language of the bilingual program. The language proficiency assessment committee (LPAC) shall collaborate with relevant stakeholders to review the evidence and determine student progress.</p>
Definitions	<p>The following definitions shall apply for purposes of this policy.</p>
Standards for Promotion	<p>Standards for promotion are specific criteria that are used to determine if a student meets expectations for promotion to the next grade level. These criteria are defined in administrative procedures and can be accessed in the Student/Parent Handbook.</p>
Mastery	<p>Mastery is defined as demonstrated proficiency of course content as defined by the TEKS in the written curriculum for each course/grade level.</p>

	<p>A course average of 70 or above defines proficiency for promotion and course credit.</p>
Met Standard	<p>In standards-based grading, Met Standard/Pass (GPP) indicates student readiness for promotion.</p>
Developing	<p>In standards-based grading, a mark of Developing indicates the student is in need of intervention on identified skills.</p>
Parent	<p>For purposes of this policy and decisions related to grade advancement requirements, a student's parent shall be defined to include the student's parent/s or guardian/s; 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)]</p>
Elementary: General Guidelines	<p>At the end of each school year, principals shall collaborate with teachers, support staff, and identified committees to review and confirm individual student placement decisions for the next school year.</p> <p>Placement options include promotion, placement, or retention. The student support team (SST) shall analyze multiple sources of data including report cards, standardized assessments, permanent student records, and other pertinent student information to make final placement decisions for students who do not meet the standards for promotion as defined below.</p>
Accelerated Instruction	<p>Accelerated instruction is designed to provide intervention for a student in kindergarten or grade 1 who has been assessed in reading and shown to have concepts noted as Developing with the standards-based system and for a student in grade 2 who has been assessed in reading and mathematics and is performing below grade level. A comprehensive program should provide instruction in all critical areas of reading.</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 grade 5 shall be subject to all provisions of Grade Advancement Testing as defined below.</p>

ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(LOCAL)

Standards for Promotion	In addition to all standards required by the law, the following standards shall be considered for promotion at each grade level. [FEC (LEGAL)]
<i>Pre-Kindergarten and Kindergarten</i>	Students in pre-kindergarten or kindergarten shall not be retained. All pre-kindergarten and kindergarten students shall be promoted to the next grade level. A parent may appeal the promotion decision through the appeals process as articulated in administrative procedures.
<i>Grade 1</i>	To be promoted at the end of grade 1, a student must earn an end-of-year grade of Met Standard in reading, writing, and mathematics.
<i>Grades 2–5</i>	To be promoted at the end of grades 2–5, a student must earn an end-of-year average of at least 70 in the following courses: language arts (reading and writing average), mathematics, and science or social studies. For courses where students are engaged in standards-based grading, an end of year grade of Met Standard/GPP (pass) is required for promotion.
Placement	A student who does not meet all promotion requirements may be placed in the next grade level if performance data indicates that the student could be successful with continued intervention, instructional accommodations, and/or support services. Individual intervention plans shall be written, implemented, and monitored for each placed student according to the District’s standard operating procedures. [See EHBC]
Retention	A student who does not meet all promotion requirements may be retained in the current grade level if performance data indicate that the student would not be academically successful at the next grade level, even with continued intervention, instructional accommodations, and/or support services. Individual intervention plans shall be written, implemented, and monitored for each student retained according to the District’s standard operating procedures. [See also FB]
Middle School: General Guidelines	At the end of each school year, principals shall collaborate with teachers, support staff, and identified committees to review and confirm individual student placement decisions for the next school year. Placement options include promotion, placement, or retention. The student support team (SST) shall analyze multiple sources of data including report cards, standardized assessments, permanent

	student records, and other pertinent student information to make final placement decisions for students who do not meet the standards for promotion as defined below.
Accelerated Instruction	If a student fails to demonstrate proficiency on a state-mandated assessment in, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grade 8 shall be subject to all provisions of Grade Advancement Testing below.
Standards for Promotion Grades 6–8	To be promoted from one grade level to the next, a student in grades 6–8 must meet the following academic requirements: <ol style="list-style-type: none">1. The student must attain a yearly course average of 70 or above in the following subjects: language arts/reading, mathematics, social studies, and science; and2. The student must attain an overall average of 70 or above as determined by averaging the final grades for all courses. To be promoted, students in standards-based grading courses, students must earn an end-of-year grade of GPP (pass).
Failure to Meet Established Standards Grades 6–8	Students unable to earn a score of 70 or above in a course of study during the regular school year may repeat the course in summer school. Students who earn a grade of 70 or above in summer school may be promoted to the next grade level.
High School: General Guidelines	A student shall be promoted from one grade level to the next based solely on academic achievement. The number of course credits a student has earned shall be used to determine grade level classification.
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.
Standards for Promotion Grades 9–12	A student must earn a final course grade of 70 or above in the course(s) taken to receive credit. Grade-level advancement for students in grades 9–12 shall be earned by course credits.
<i>Grade-Level Classification</i>	Grade-level classification for students in grades 9–12 shall be determined by the number of earned course credits. The grade level classification criteria are: <ul style="list-style-type: none">• Grade 9 – promotion from Middle School• Grade 10 – student earned a minimum of 6 credits• Grade 11 – student earned a minimum of 12 credits• Grade 12 – student earned a minimum of 18 credits

ACADEMIC ACHIEVEMENT
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Failure to Meet
Established
Standards Grades
9–12

Students unable to earn a score of 70 or above in a course of study during the regular school year may repeat the course in summer school or during the school year. Options for repeating shall be selected according to the model that is in the best interest of the student.

**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, the student shall also meet the District's local standards for promotion.

**Grade Placement
Committee for
Students in Grades 5
and 8**

The GPC shall be composed of the principal or the principal's designee, the student's parent or guardian, and the teacher(s) of the subject of (a state) assessment instrument on which the student failed to perform satisfactorily.

If more than one parent or guardian has the authority to make educational decisions regarding the student, a good faith effort must be made to notify both parents, but participation of any one parent or guardian is sufficient.

In addition, the GPC, relating to students with limited English proficiency at grades other than exit level, shall include the bilingual or ESL teacher of the student's language proficiency assessment committee (LPAC). The ARD committee of a student who participates in the special education program under Subchapter B, Chapter 29, shall serve as the GPC.

**State-Mandated
Assessment**

The District shall use only the statewide assessment instrument for the third testing opportunity for reading and mathematics in grades 5 and 8. [See EKB]

**Parent Appeals to
Retention**

The District shall give the parent or guardian written notice of the opportunity to appeal after a third failure on an assessment instrument. The District shall notify the parent or guardian of the time and place for convening the GPC and the purpose of the committee.

If both school representatives agree to promote and if the parent or guardian agree to promote, the student shall be promoted.

The ARD committee shall act as the GPC for students with disabilities regarding promotion and retention decisions.

**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 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 the student is progressing in accordance with the plan.

Transfer Students

When a student transfers into the District with 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 with 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.

Reducing Student Retention

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal of providing supports to students so that they can obtain mastery. [See EHBC]

Students who have completed a grade and have met standards for promotion shall not be retained.