

ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(LOCAL)

GENERAL GUIDELINES	<p>Promotion, grade-level advancement, and course credit shall be based on mastery of the curriculum and compliance with attendance requirements adopted by the Board. [See also FEC(LOCAL)] Expectations and standards for promotion without mandatory interventions shall be established for each grade level, content area, and course, and shall be coordinated with compensatory, intensive, and/or accelerated services. Decisions on promotion without mandatory interventions shall be based on grades, performances on state-administered assessment instruments, and performances on norm-referenced assessments. [See EHBC(LEGAL), (LOCAL), the Elementary School Guidelines, and the Secondary School Guidelines]</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 language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.</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>
PROMOTION STANDARDS	<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 evaluations aligned to District curricular standards shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade and shall signify mastery of the skills necessary for success at the next level.2. Students shall:<ol style="list-style-type: none">a. At grades 1 and 2, meet the District's passing standards on the District-administered criterion-referenced assessment.b. At grades 3 through 8, meet the state's passing standards on the state-administered criterion-referenced assessment in reading and mathematics.
MANDATORY INTERVENTION	<p>Mandatory intervention shall be required during the following year if a student does not meet promotion standards at the end of the spring semester. Such interventions shall also be required for students scoring below the 40th percentile in total reading (grades 1–8) and total mathematics (grades 4–8) on the District-administered norm-referenced assessments.</p>

POTENTIAL
INTERVENTIONS

Potential interventions include, but are not limited to:

1. Small group instruction (30–45 minutes) with progress monitoring.
2. One-on-one tutorials.
3. Use of varied texts and supplementary materials.
4. Multiple and flexible grouping activities for differentiated instruction.
5. Use of technology to allow students to access and manipulate content in multiple ways.
6. Opportunities for students to respond to assignment in a variety of ways.
7. Instructional assignments broken down into smaller chunks to focus on mastery.
8. Additional assignments that address student needs based on data for more time on task.
9. Double blocked class for extensive instruction.
10. TAKS preparation during or after school.
11. Peer tutoring.
12. Mentors assigned to students.
13. Computer-based instruction on campus.

CLASSIFICATION—
HIGH SCHOOL
STUDENTS

Grade-level advancement for students in grades 9–12 shall be earned by course credits. Changes in grade-level classification shall be made at the beginning of the fall semester and may be made again at the beginning of the spring semester. [See EI]

High school students shall be classified annually on the basis of earned credits and course completion, as follows:

Grade Level	Credits earned
9	0 – 5.5
10	6 – 11.5
11	12 – 17.5
12	18 and over

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ACCELERATED
INSTRUCTION

Accelerated instruction must be provided to students who do not meet promotion standards at the end of the spring semester and require mandatory intervention and students who fail to demonstrate proficiency on a state-mandated assessment. Mandatory intervention plans shall be designed to enable the student to perform at the appropriate grade level at the conclusion of the next school year.

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)]

ALTERNATE
ASSESSMENT
INSTRUMENT

The District shall use the statewide assessment instrument for the third testing opportunity for students in grades and subjects designated by the state.

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 in the grades designated by the state, the GPC shall review all facts and circumstances in accordance with the 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. The administration shall provide an annual report to the Board of Education on committee decisions.

TRANSFER
STUDENTS

When a student in a grade designated by the state transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after one testing opportunity, the District shall provide appropriate accelerated instruction prior to the next state-designated testing date. This provision shall apply to students who missed a testing opportunity, were absent, or otherwise do not have valid test results.

When a student in a grade designated by the state transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene to address the student's needs. 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 in a grade designated by the state 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. [See EIE(LEGAL)]