

PROPOSED REVISIONS

Note: For information regarding admissions, see FD.

CURRICULUM
MASTERY

Promotion, grade-level advancement, and course credit shall be based on mastery of the curriculum and compliance with attendance requirements adopted by the Board. 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 as follows:

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.
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.

GRADE 1

In grade 1, promotion to the next grade level shall be based on a student demonstrating "approaching proficient" or "proficient" for all subject areas. **FOR STUDENTS NOT DEMONSTRATING "APPROACHING PROFICIENT" OR "PROFICIENT" FOR ALL SUBJECT AREAS, A GRADE PLACEMENT COMMITTEE (GPC) SHALL CONVENE TO DETERMINE PROPER PLACEMENT FOR THE STUDENT. FACTORS TO CONSIDER CAN INCLUDE ACADEMIC GROWTH, RESPONSE TO INTERVENTION (RTI), AND IN THE BEST INTEREST OF THE STUDENT.**

GRADES ~~2-8~~

In grades ~~2-8~~, promotion to the next grade level shall be based on:

1. An overall average of 70 on a scale of 100 **FOR ALL CLASSES** based on the course-level, grade-level standards (essential knowledge and skills). ~~for language arts/reading, mathematics, social studies, and science; and~~ **FOR STUDENTS**

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NOT ACHIEVING AN OVERALL AVERAGE OF 70 ON A SCALE OF 100, A GRADE PLACEMENT COMMITTEE (GPC) SHALL CONVENE TO DETERMINE PROPER PLACEMENT FOR THE STUDENT. FACTORS TO CONSIDER CAN INCLUDE, ACADEMIC GROWTH, RESPONSE TO INTERVENTION (RTI), AND IN THE BEST INTEREST OF THE STUDENT.

- ~~2. An average of 70 or above in language arts/Reading and mathematics.~~

**GRADES 3,4,6 AND
7**

IN GRADES 3, 4, 6 AND 7, PROMOTION TO THE NEXT GRADE LEVEL SHALL BE BASED UPON:

- 1. THE STUDENT ACHIEVING AN OVERALL AVERAGE OF 70% OR ABOVE BASED ON A SCALE 100 IN ALL CLASSES OR**
- 2. THE STUDENT DEMONSTRATES PROFICIENCY IN BOTH READING AND MATHEMATICS ON THE STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)**

FOR STUDENTS NOT ACHIEVING AN OVERALL AVERAGE OF 70 ON A SCALE OF 100, OR NOT DEMONSTRATING PROFICIENCY IN BOTH THE READING AND MATHEMATICS ON THE STAAR, A GRADE PLACEMENT COMMITTEE (GPC) SHALL CONVENE TO DETERMINE PROPER PLACEMENT FOR THE STUDENT. FACTORS TO CONSIDER CAN INCLUDE, ACADEMIC GROWTH, RESPONSE TO INTERVENTION (RTI), AND IN THE BEST INTEREST OF THE STUDENT.

GRADES 5 AND 8

IN GRADES 5 AND 8, PROMOTION TO THE NEXT GRADE LEVEL SHALL BE BASED UPON THE STUDENT DEMONSTRATING PROFICIENCY IN READING AND MATHEMATICS ON STAAR.

FOR STUDENTS NOT DEMONSTRATING PROFICIENCY IN BOTH THE READING AND MATHEMATICS ON THE STARR, A GRADE PLACEMENT COMMITTEE (GPC) SHALL CONVENE TO DETERMINE PROPER PLACEMENT FOR THE STUDENT. FACTORS TO CONSIDER CAN INCLUDE, ACADEMIC GROWTH, RESPONSE TO INTERVENTION (RTI), AND IN THE BEST INTEREST OF THE STUDENT.

ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(LOCAL)

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GRADES 9–12	Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]
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; or if a person designated by the 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 grade placement committee (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">3. 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; and4. The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency. <p>Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction</p>

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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.

ASSIGNMENT OF
RETAINED STUDENTS

A student not promoted to the next grade level shall remain at the same campus, if he or she remains in the same attendance zone, or shall be assigned to a similar campus setting depending on what is in the best interest 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]