

**Student Assistance
Teams or Committee
Grades 3–12**

A campus promotion-retention committee composed of a student's teachers shall determine, on the basis of the student's individual strengths and weaknesses, the remedial and compensatory strategies to be used for any student who fails to be promoted, is placed, not retained, or is otherwise considered to be at-risk for academic reasons.

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 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.
3. Mastery of required state-mandated assessments shall be validated with a passing score as defined by state guidelines.

Kindergarten and
Grade 1

In kindergarten and grade 1, promotion to the next grade level shall be based on the following:

1. Achieving 70 percent proficiency of the Texas Essential Knowledge and Skills (TEKS) for all core subject areas.
2. Meeting benchmark end-of-year reading levels.

Grades 2–5

In grades 2–5, promotion to the next grade level shall be based on the following: an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and

skills) for all subject areas and a grade of 70 or above in language arts and mathematics.

Summer school remediation shall be required for a student in order to be promoted to the next grade level if the student fails a state-mandated assessment.

Grades 6–8

In grades 6–8, promotion to the next grade level shall be based on the following: an overall average of 70 on a scale of 100 based upon course-level, grade-level standards for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

Summer school remediation shall be required for a student in order to be promoted to the next grade level if the student fails a state-mandated assessment.

Summer School
Appeal

If a parent initiates an appeal of his or her child's required summer school remediation due to the student's failure of a state-mandated assessment in grades 3–8, the campus principal shall arrange for the student to be retested during the first week of summer school.

If the student performs satisfactorily on the second test, the student assessment team may exempt the student from the summer school remediation requirement. Tests used for retesting shall be locally developed assessments.

Grades 9–12

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

Students shall be required to pass the state-mandated assessments. If a student in grades 9–12 fails a state-mandated assessment, the student shall be required to attend remedial instruction provided by the District. Options for remediation may include summer school, tutoring classes before or after school, or semester courses.

Classification

High school students shall be classified according to credits earned as follows:

1. A student with 0–6 credits earned shall be classified as a freshman.
2. A student with 6.5–12 credits earned shall be classified as a sophomore.
3. A student with 12.5–18 credits earned shall be classified as a junior.
4. A student with 18.5–24 credits earned shall be classified as a senior.

Classification shall be determined at the beginning of the school year or upon verification of credits at enrollment for new students. Classification may be changed for students declaring early graduation upon verification of enrollment in the number of credits, which will ensure graduation with the current year's senior class.

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)]

Alternate
Assessment
Instrument

The Superintendent or designee shall select from the state-approved list, if available, for each applicable subject an alternate assessment instrument that may be used for the third testing opportunity. Each student's GPC shall decide whether he or she shall be given the statewide assessment instrument or the applicable alternate instrument for the third testing opportunity. The committee's decision shall be based on a review of the student's performance in the previous testing opportunities, local assessments, and any other circumstances it deems appropriate.

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 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 or shall be assigned to a similar campus setting.