

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 in kindergarten-grade 8 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.

Prekindergarten

Students in prekindergarten shall be promoted to the next grade level based on a developmental scale aligned to state standards and guidelines. The District shall not retain students in prekindergarten.

Kindergarten
Retention Request

A parent or guardian may initiate a request to retain his or her child in kindergarten. The campus grade placement committee (GPC) shall review all facts and circumstances in accordance with law.

The student shall be retained if:

1. All members of the GPC agree that the student is not likely to perform on grade level based on observed social and emotional development of the student.
2. The student does not meet other criteria deemed appropriate by the GPC.

If the GPC decides to retain a student, the committee shall determine an accelerated instruction plan for the student for the following school year. The GPS shall provide interim reports and opportunities for the student's parent or guardian to consult with principals and teachers as needed. The principal or designee shall monitor the student's progress during the school year to ensure that he or she is progressing in accordance with the plan.

The decision of the GPC may not be appealed.

Grades
Kindergarten–8

In kindergarten-grade 8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, reading, mathematics, science, and social studies.

Grade Placement or
Promotion

A student who is retained due to failing grades shall have the GPC review all facts and circumstances. If members of the GPC feel that the student is likely to be successful in the next grade level, given additional extended instruction, the GPC may decide to place or promote the student. If the GPC decides to place the student in the next grade level, the committee shall develop an intervention program for the student. After successful completion of the prescribed intervention program, the student shall be coded as placed in the next grade level. If the GPC decides to promote a student, the committee shall develop an intervention program that follows course recovery guidelines (i.e., minimum of 60 hours per failed course). After successful completion of the course recovery program, the student's failing semester course grade shall be replaced with the course recovery grade, and the student shall be coded as promoted to the next grade level. [See EHD(LOCAL) and EHD(REGULATION)]

Grades 9–12

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI] However, even if a student has accumulated sufficient credits to advance beyond the student's cohort class, the student shall not be advanced beyond his or her cohort unless the student has accumulated 18 credits or more, and the advancement is specifically requested by the parent or guardian. Grade-level promotion for a student receiving special education services under the Minimum Program for graduation shall be determined by the number of state and local credits earned as stated in the student's IEP.

**Optional Extended
Day / Year Programs**

Students identified as at risk of retention shall be provided extended day, week, or year services. Services are designed and implemented by individual schools. Individualized and small group assistance, not to exceed a ratio of 16:1, shall be given to students

specifically addressing reading and mathematics skills not yet achieved.

Eligibility criteria shall include one of the following, with the exception of the applicable state-mandated assessment. If failure of the applicable state-mandated assessment is used for eligibility, one additional criterion shall also be identified:

1. A student who has been retained;
2. A student who failed at least one portion of the most recent applicable state-mandated assessment;
3. A student who is at least two years below grade level in reading;
4. A student who is at least two years below grade level in mathematics;
5. A student who scores less than 70 percent in kindergarten-grade 12; or
6. A student who has a documented teacher recommendation.

Parent services shall be provided at the school. Counselors or other staff shall provide parents information on study skills, family enrichment activities, and individualized instruction focusing on student learning styles.

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 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 rec-

ords 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**

Unless a student moves to a different attendance area, a student not promoted to the next grade level shall be assigned to the same campus setting with a different classroom teacher.

**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]