

**Curriculum  
Proficiency**

Promotion and course credit shall be based on demonstrated proficiency ~~of~~ in the subject matter and compliance with attendance requirements. [See FEC] 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  
Proficiency**

In addition to the factors in law that must be considered for promotion, proficiency shall be determined as follows:

1. Course assignments and unit evaluations shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Proficiency 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. ~~Proficiency of at least 70 percent of the objectives shall be required.~~

Grades ~~4~~K–8

The District shall implement additional early literacy promotion standards for students in kindergarten and grade 2 to ensure readiness for subsequent grade-level instruction.

In grades 1–8, promotion to the next grade level shall be based on course assignments and unit evaluations aligned to District curricular standards to determine student grades in a subject. ~~An average of 70 or higher shall be considered a passing grade and shall signify proficiency of the skills necessary for success at the next level.~~

~~For students in~~ In grades ~~3–8, 1, 2, and 3 through 8~~ 3–8, 1, 2, and 3 through 8 who passed student performance on state-administered assessments ~~in reading and mathematics but failed core courses, the student must meet the District's promotion standards on the District-administered criterion-referenced assessment~~ shall be considered as part of the District's determination of whether the student has demonstrated academic achievement and proficiency in the subject matter in accordance with law.

A student's failure to perform satisfactorily on a state-administered assessment shall not, by itself, require retention. However, such performance shall be considered along with course grades, classroom performance, and other relevant academic data in determining whether the student has demonstrated proficiency for promotion. ~~For students in grades 3–8 who did not fail core courses, the student must meet the state's passing standards on the state-administered criterion-referenced assessment in reading and mathematics.~~

*Mandatory  
Intervention*

Mandatory intervention shall be required during the ~~following subsequent summer or school~~ year if a student does not meet promotion standards at the end of the spring semester. Students who do not perform satisfactorily on a state-administered assessment shall receive accelerated instruction and intervention services designed to address identified areas of need. ~~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) and who failed the state-administered assessment and did not perform at least 110 percent on the next state-administered assessment or on the District-administered norm-referenced assessments.~~

*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.— STAAR preparation during or after school.~~
- ~~11.— Peer tutoring.~~

~~12.—Mentors assigned to students.~~

~~13.—Computer based instruction on campus.~~

Classification—High  
School Students  
Grades 9–12

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    |

*Intervention  
Plans*

Intervention plans must be provided to students who do not meet promotion standards at the end of the spring semester. 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.

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)]

Standards For  
Promotion Upon  
Appeal

If a parent initiates an appeal of their child’s retention following the student’s core course failure, the GPC shall review all facts and circumstances in accordance with the law.

~~The student shall not be promoted unless~~ In determining whether to promote the student, the committee shall:

1. ~~All members of the GPC agree that~~ Determine the student is likely to ~~per form~~ perform on grade level if given additional intervention plans during the following school year ~~in accordance with the educational plan developed by the GPC~~; and
2. ~~The~~ Confirm the student has completed existing required intervention plans in the core course 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 intervention 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. The administration shall provide an annual report to the Board on committee decisions.~~