PROMOTION, RETENTION, REMEDIATION POLICY

A. Elementary School

1. Promotion

   a. Students in grades 1-4 must achieve an overall average of 70 or above in reading and mathematics to be eligible for promotion.

   b. A student who fails both reading and math will not be eligible for promotion.

   c. Students must pass all sections of the State of Texas Assessment of Academic Readiness (STAAR) to be eligible for promotion.

   d. Students who have failed reading or mathematics and/or a STAAR exam(s) must successfully complete accelerated instruction during extended year to meet promotion requirements. Successful completion requires 100% attendance and mastery of the objectives for that grade level.

   e. Students who fail reading or mathematics and/or a STAAR exam(s), and who do not successfully complete accelerated instruction during extended year may only advance to the next grade by a unanimous decision made by the Grade Placement Committee (GPC).

   The GPC may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances and in accordance with standards adopted by the local school board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the GPC’s decision is unanimous. The review and final decision of the GPC must be appropriately documented as meeting the standards adopted by the local school board. These standards may include but are not limited to the following:

   i. Component 1: evidence of satisfactory student performance, including grades; portfolios; work samples; local assessments; and individual reading and mathematics diagnostic tests or inventories

   The following information will be used to determine evidence of satisfactory student performance:

   Writing Folders
   Satisfactory scores on writing assignments

   Benchmark Assessment Scores
   Passing grades of at least 85 or above on reading and math tests

   Report Card Grades
   Students must pass each core class (reading, English, math, science, and social studies) in order to be promoted.
Norm-Referenced Tests

Texas English Language Proficiency Assessment System Results

TELPAS Reading (ADVANCED)

Checkpoint Tests
  Average of 85 or higher on checkpoint tests in reading and math

Teacher Observation

Inclusion information through the ARD

ii. Component 2: the recommendation of the student’s teacher(s)

iii. Component 3: extenuating circumstances that have adversely affected the student’s participation in either the required assessments or accelerated instruction

iv. Component 4: The following information will be considered as appropriate:
   Enrollment data: mobility and attendance
   Previous records of retention and student’s age

Universal Screening Data

Record of previous intervention, Individual Intervention Plan

Previous referrals for special education

Documentation of the Early Intervention Team

Schedules and notes from parent conferences

Parent contacts

Any other appropriate information from the student’s cumulative folder

f. Elementary students whose report card grades in any subject area are less than 70 may not participate in any extra curricular activity during the succeeding three-week period. At the end of the next three-week reporting period, if the student’s grade is 70 or above, he/she may be reinstated in the extra curricular activity.

2. Retention

With approval of a committee consisting of at least the student’s teacher or teachers and two administrators, one of whom shall be assigned above the campus level, and permission of the parents or guardian, a second retention within grades K-4 and 5-8 may be allowed.
3. Placement

a. A student may be placed in the next grade level by the building principal if he/she is achieving at a level that is not significantly lower than other students at the grade level.

b. Students placed in a grade level will be assigned to a remedial program.

4. Remedial Programs

a. **Title I:** Student may be placed in the program on a priority basis for reading and/or math if they meet specified criteria.

b. **Tutorial Classes:** Any student who is not meeting minimum grade level requirements in language arts, mathematics, science or social studies may participate in tutorial classes.

c. **STAAR:** Students who are not mastering the STAAR Reporting Categories in reading, writing and/or mathematics may participate in the STAAR Remediation Program.

d. **Extended Year/Extended Day:** Students who are performing below grade level in an academic area will be considered for placement in the extended year program.

e. **Accelerated Program for children in kindergarten through grade 2:** Kindergarten through grade two students identified as at-risk through TPRI results and other criteria will attend a summer program to accelerate reading skills.

f. **Accelerated Instruction during Extended Year:** Students may attend accelerated instruction during extended year school for reading, math, science, or social studies.

B. Intermediate

1. Students must achieve an average of 70 or better in each of the following core-content courses: English, reading, math, science and social studies.

2. Students must pass all sections of the STAAR to be eligible for promotion.

3. Students who fail more than two (2) core-content courses during a school year will not be eligible for promotion.

4. Students who have failed a core-content course(s) and/or a STAAR exam(s) must successfully complete accelerated instruction during extended year to meet promotion requirements. Successful completion requires 100% attendance and mastery of the objectives for that grade level.
5. Students who have failed a core-content course(s) and/or a STAAR exam(s), and who do not successfully complete accelerated instruction during extended year may only advance to the next grade by a unanimous decision made by the Grade Placement Committee (GPC).

6. Students who have failed a portion of the STAAR test may lose elective courses, the following school year, in order to make room in the schedule for the remedial program.

The GPC may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances and in accordance with standards adopted by the local school board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the GPC’s decision is unanimous. The review and final decision of the GPC must be appropriately documented as meeting the standards adopted by the local school board. These standards may include but are not limited to the following:

a. Component 1: evidence of satisfactory student performance, including grades; portfolios; work samples; local assessments; and individual reading and mathematics diagnostic tests or inventories

The following information will be used to determine evidence of satisfactory student performance:

Writing Folders
  Satisfactory scores on writing assignments

Benchmark Assessment Scores
  Passing grades of at least 85 or above on reading and math tests

Report Card Grades
  Students must pass each core class (reading, English, math, science, and social studies) in order to be promoted.

Texas English Language Proficiency Assessment System Results

TELPAS Reading (ADVANCED)

Checkpoint Tests
  Average of 85 or higher on checkpoint tests in reading and math

Teacher Observation

Inclusion information through the ARD

b. Component 2: the recommendation of the student’s teacher(s)

c. Component 3: extenuating circumstances that have adversely affected the student’s participation in either the required assessments or accelerated instruction.
d. Component 4: The following information will be considered as appropriate:
   - Enrollment data: mobility and attendance
   - Previous records of retention and student’s age
   - Universal Screening Data
   - Record of previous intervention, Individual Intervention Plan
   - Previous referrals for special education
   - Documentation of the Early Intervention Team
   - Schedules and notes from parent conferences
   - Parent contacts
   - Any other appropriate information from the student’s cumulative folder

7. In exceptional cases, placement of a student at the appropriate grade level may occur with the approval of a campus committee.

8. Fifth grade students must pass the STAAR reading and math TAKS tests as prescribed by state law in addition to meeting local regular promotional standards in order to be eligible for promotion to the sixth grade.

9. A fifth grade student who does not demonstrate proficiency in reading and math by meeting all STAAR standards may only advance to sixth grade by a unanimous decision made by the Grade Placement Committee and by successfully completing accelerated instruction as prescribed by state law.

C. Middle School

1. Students must achieve an average of 70 or better in each of the following core-content courses: ELA and or reading, math, science and social studies.

2. Students must pass all sections of the STAAR to be eligible for promotion.

3. Students who fail more than two (2) core courses during a school year will not be eligible for promotion.

4. Students who have failed a core-content course(s) and/or a STAAR exam(s) must successfully complete accelerated instruction during extended year to meet promotion requirements. Successful completion requires 100% attendance and mastery of the objectives for that grade level.

5. Students who have failed a portion of the STAAR test may lose elective courses, the following school year, in order to make room in the schedule for the remedial program.
6. Students who have failed a core-content course(s) and/or a STAAR exam(s), and who do not successfully complete accelerated instruction during extended year may only advance to the next grade by a unanimous decision made by the Grade Placement Committee.

The Grade Placement Committee (GPC) may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances and in accordance with standards adopted by the local school board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the GPC’s decision is unanimous. The review and final decision of the GPC must be appropriately documented as meeting the standards adopted by the local school board. These standards may include but are not limited to the following:

a. Component 1: evidence of satisfactory student performance, including grades; portfolios; work samples; local assessments; and individual reading and mathematics diagnostic tests or inventories

The following information may be used to determine evidence of satisfactory student performance:

Writing Folders
Satisfactory scores on writing assignments

Benchmark Assessment Scores
Passing grades of at least 85 or above on reading and math tests

Report Card Grades
Students must pass each core class (reading, English, math, science, and social studies) in order to be promoted.

Texas English Language Proficiency Assessment System Results

TEL-PAS Reading (ADVANCED)

Checkpoint Tests
Average of 85 or higher on checkpoint tests in reading and math

Teacher Observation

Inclusion information through the ARD

b. Component 2: the recommendation of the student’s teacher(s)

c. Component 3: extenuating circumstances that have adversely affected the student’s participation in either the required assessments or accelerated instruction
d. Component 4: The following information will be considered as appropriate:
   Enrollment data: mobility and attendance
   Previous records of retention and student’s age
   Universal Screening Data
   Record of previous intervention, Individual Intervention Plan
   Previous referrals for special education
   Documentation of the Early Intervention Team
   Schedules and notes from parent conferences
   Parent contacts
   Any other appropriate information from the student’s cumulative folder

7. In exceptional cases, placement of a student at the appropriate grade level may occur with the approval of a campus committee.

8. Eighth grade students must pass the STAAR reading and math STAAR tests as prescribed by state law in addition to meeting local regular promotional standards in order to be eligible for promotion to the ninth grade.

9. An eighth grade student who does not demonstrate proficiency in reading and math by meeting all STAAR standards may only advance to ninth grade by a unanimous decision made by the Grade Placement Committee and by successfully completing accelerated instruction as prescribed by state law.

D. High School

1. Students will be classified according to the number of credits earned in addition to specific core content classes.

2. Students will not be required to repeat any course in which credit was earned.

3. Students graduating under TAKS
   a. Students who do not master a portion or portions of the TAKS test at the exit level will be required to take remedial courses in those subject areas.

   b. A summer program will be offered in TAKS remediation for students who fail any portion of the exit level TAKS test.
4. Students graduating under STAAR

Beginning in 2011-2012 and thereafter, under House Bill 3, students entering the 9th grade must take the STAAR End of Course Assessments for state testing requirements for the courses in which they are enrolled. The students will be required to meet a cumulative score that is at least equal to the product of the number of STAAR EOC assessments taken in each content area and a scale score that indicates satisfactory performance. The students could take up to fifteen EOC assessments, depending on their graduation plan and courses taken.

a. Students who are first-time ninth graders in 2011-2012 and thereafter will take the STAAR End-of-Course (EOC) tests when they are enrolled in certain courses throughout high school.

b. EOC tests will be administered for the following courses: Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, English I Reading & Writing, English II Reading & Writing, English III Reading & Writing, World Geography, World History, and U.S. History.

c. An EOC assessment score shall affect whether the student receives credit for the course. However, for the deferral year of 2012-2013, an EOC assessment score shall not affect whether the student receives credit for the course. Thereafter, pending legislation, an EOC assessment score shall account for 15% of the final course grade.

d. Students transferring into the district must take the EOC assessments for the courses in which they are enrolled and meet the required cumulative core content scores appropriate for the number of courses taken.

e. EOC assessment scores shall be included in class rank calculations. Retakes will be calculated in class rank until the fall retest of a student’s senior year.

f. A student is permitted to retake an EOC assessment for any reason at any of the scheduled testing administrations.

E. Special Education Students

1. PROMOTION/RETENTION

Careful consideration should be given to retention versus promotion when students receiving special education are progressing from one grade to the next. If the student is placed, it appears as retention in PEIMS data, which affects the schools’ report card.

Technically, when a student receiving special education makes satisfactory progress on his/her IEP, especially when the TEKS curriculum has been modified per ARD, that student is eligible for promotion. Difficulties arise when the teacher/administrator expect the student to meet district requirements in addition to the IEP. The decision is further complicated when the special education student is in some or most general education classes.
The following guidelines are suggested:

a. A student receiving special education for core academic classes who has made satisfactory progress on IEP’s and the ARD has determined the TEKS curriculum is modified in the subject areas for the student should be promoted.

b. A student with disabilities in some general education classes may be evaluated with a combination of IEP progress and district guidelines. For example, if a student is in Math in general education and language arts totally in special education, then his/her math grade will be awarded by the general education teacher based on TEKS and IEP progress and the Language Arts grade will be awarded by the special education teacher based on IEP progress.

If both of these are passing, then the student will be promoted. If one or both are failing, then the school should follow the same guidelines for a student in general education regarding attending promotional summer school etc.

c. If the student with disabilities is in general education classes such as math and/or language arts, or has only inclusion in class support/support facilitation, then usually the district policy applies as to promotion/placement of the student as long as the IEP has been followed.

d. If the student with disabilities is in general education classes such as math and/or language arts; or has only inclusion in class support/co-teach then the grade will be awarded by the special and general education teachers based on the students grades on the modified TEKS and IEP progress ensuring the ARD/IEP was followed and documented. If these are passing then the student will be promoted. If one is failing; then the school should follow the same guidelines for a student in general education regarding attending promotional summer school etc.

e. A student with a disability following general education grading guidelines will be evaluated for promotion, retention following those guidelines as long as the ARD/IEP was followed and documented.

f. If the student with disabilities receives instructional/academic specialized instruction from a special education teacher or para-educator and is retained, an ARD needs to be held by the first day of instruction to review IEPs and amend or develop new IEPs for the grade/subject areas; determine special education support; determine needed accommodations/modifications; and state assessment for the upcoming school year etc.

g. If circumstances prevent the ARD from being held by the first day of instruction, the campus assessment specialist will work with their program director of special education, to hold the ARD before the progress reporting period at 3 weeks.
h. If a student with disabilities is in a grade level following the Texas Education Agency (TEA) requirements for the Student Success Initiative (SSI), a GPC ARD will be held within the guidelines provided by TEA to address grade placement for the upcoming school year.

i. If a student with a disability is being “bumped” to a higher grade level by district guidelines which will result in the student skipping the next sequence in grade level an ARD will be held by the first day of instruction to determine the appropriate grade level, develop new IEPs, determine special education support; determine needed accommodations/modifications and state assessment for the upcoming school year etc.

j. If a student with a disability in high school is “jumping” to a new grade level classification during the school year an ARD must be held to address state assessment for that school year, graduation; and review/adjust or develop IEPs as needed.

k. A student receiving instruction in the SLC program will progress from grade to grade and will remain with their same age peers as they are utilizing an alternate curriculum.

2. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS

a. Determining which assessment a student with a disability takes must be determined by the ARD/IEP committee and should be based on the student’s instructional requirements. The ARD/IEP committee’s decision should be based on two considerations: the level(s) of the TEKS curriculum at which the student is receiving the majority of his/her instruction and the testing accommodations and/or modifications needed by the student. If a student has received the majority of his/her instruction on grade-level TEKS, with accommodations that do not invalidate TAKS, STAAR, EOC he/she should take the Texas Assessment of Knowledge and Skills (TAKS), State of Texas Assessments of Academic Readiness (STAAR), or End of Course Exam (EOC). If a student has received the majority of his/her instruction on grade-level TEKS and the accommodations routinely provided are unallowable on TAKS, the ARD/IEP meeting may determine that the student take TAKS† (with accommodations), for students enrolled at grade level 9 or higher as of August 23, 2010. Refer to the ARD Committee Decision Making Process for the Texas Assessment Program.
b. If a student in 4th grade and above, has a history of being successful on the TAKS or TAKS† (w/accommodations) accountability measure for the preceding school year, the ARD/IEP meeting should determine that the student should take STAAR or EOC. As reported on the Confidential Student Report (CSR) a student should have been unsuccessful on TAKS and have been instructed with a modified curriculum for an ARD/IEP meeting to consider an alternative assessment aligned to modified standards (STAAR-Modified or EOC-Modified). For a student being instructed with an alternate curriculum who needs a state assessment aligned to alternate standards, an ARD/IEP meeting should consider an alternative assessment (STAAR-Alternate, EOC-Alternate). Failure on the TAKS/STAAR/EOC test alone is not sufficient justification for a referral to special education or for an administration of TAKS-M/STAAR-Modified/EOC-Modified.

c. If a fifth or eighth grade student has been receiving instruction with allowable accommodations, he/she shall take fifth or eighth grade STAAR. Assessment decisions for STAAR reading for all third, fifth or eighth grade students served in special education must be made following the procedures outlined in the Grade Placement Committee (GPC) Manual provided by TEA.

d. All fifth and eighth grade students who have failed the first administration of STAAR reading must have full access to Accelerated Reading Instruction (ARI) and should have the opportunity for a second administration of STAAR. Fifth and eighth grade students who have failed the first administration of STAAR math must have full access to Accelerated Math Instruction and should have he opportunity for a second administration of STAAR. Failure on the STAAR alone is not sufficient justification for referral for special education. If a student in special education is receiving a modified curriculum, STAAR-Modified should be considered.

e. An ARD/IEP/GPC meeting must be held for fifth and eighth grade (math and reading) students with disabilities who fail the second administration of STAAR to determine the assessment instrument for the third administration and design an ARI/AMI for the student before taking the third administration that meets Student Success Initiative (SSI) guidelines.

f. If a student in 10th or 11th grade, in the 2010-2011 school year or earlier, has been receiving grade-level instruction TEKS in science and/or social studies with accommodations routinely provided that are unallowable on TAKS, the ARD/IEP meeting may consider TAKS† (w/ accommodations). If the student has been receiving instruction with a modified curriculum, the ARD/IEP meeting may consider STAAR-Modified for 5th or 8th grade; or EOC-Modified for 10th or 11th grade for science and social studies. If the student has been receiving instruction with an alternate curriculum, the ARD/IEP meeting shall consider TAKS-Alt, STAAR-Alternate, or EOC-Alternate for science and social studies. If a student is ARD/IEPed for TAKS-Alt/STAAR-Alternate/EOC-Alternate for any subject, the student must take TAKS-Alt/STAAR Alternate/EOC-Alternate for all subjects.
For students K-2, the determination of the state assessment at 3rd grade should be based on the curriculum the student is receiving in the 3rd grade. If the student is receiving instruction with a modified curriculum, the ARD/IEP meeting should consider STAAR-Modified. If the student is receiving instruction with an alternate curriculum, the ARD/IEP meeting shall ARD/IEP for STAAR-Alternate. If a student is ARD/IEPed for STAAR-Alternate for any subject, the student must take STAAR-Alternate for all subjects.

F. Grades

Grade reporting which bears upon promotion and/or retention will be by numerical grades at all grade levels. No letter grades will be reported but the numerical conversion to letter grades will be as follows:

- 100 - 90 = A
- 89 - 80 = B
- 79 - 75 = C
- 74 - 70 = D
- 69 - 0 = F

Source: TEC Section 28.0211
HB 3, Sections 28 & 29
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