

**Spring Branch Independent School District  
Agenda Item Information**

**Date of Board Meeting:** August 25, 2008

**Subject:** Adoption of Policy: EIE (LOCAL) ACADEMIC ACHIEVEMENT:  
RETENTION AND PROMOTION

**Administrator Responsible:**

**Name:** Diane Jackson, Ed.D.

**Position:** Policy Administration & Governmental Relations

**Purpose of Agenda Item:**

**Information only**       **Action needed**       **Report**

**Additional Information and/or Back-Up:**

Recommend adoption of policy EIE (LOCAL) ACADEMIC ACHIEVEMENT:  
RETENTION AND PROMOTION.

The revisions reflect the Board discussion and amendments on July 28, 2008.

Copy is attached.

REQUIREMENTS FOR  
PROMOTION

Promotion and course credit shall be based on:

1. Curriculum mastery as measured by report card grades; and
2. Mastery of certain state-required tests at the state specified grade levels. [See STUDENT SUCCESS INITIATIVE, below]

STANDARDS FOR  
MASTERY

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 “S” (satisfactory) 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.

KINDERGARTEN

In kindergarten, retention shall be considered only in unusual circumstances and with the approval of the student’s parents. A written recommendation for retention, including suggestions for assistance for the student shall be signed by the student’s teacher, parent, and the principal, and with the approval of the Superintendent’s designee. A matrix using Light’s Retention Scale shall be a part of the decision-making process. Upon request, parents may review this instrument.

GRADES 1–5

In grades 1–5, promotion to the next grade level shall be based on an overall average of 70 (or S) 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 S) or above in language arts and mathematics, and either science or social studies. A matrix using Light’s Retention Scale shall be a part of the decision-making process. Upon request, parents may review this instrument.

GRADES 6–8

In grades 6–8, 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, mathematics, science, and social studies. A matrix using Light’s Retention Scale shall be a part of the decision-making process. Upon request, parents may review this instrument.

Students in grades 6, 7, and 8 who fail to meet the above requirements shall attend summer school and successfully master the requirements prior to being promoted.

GRADES 9–12

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

STUDENTS WITH DISABILITIES	For students eligible for special education services, the ARD committee shall determine promotion standards and appropriate assessment and acceleration options, as established by the student's individualized education programs (IEP).
LIMITED ENGLISH PROFICIENCY STUDENTS	In assessing mastery of the essential knowledge and skills for students of limited English proficiency the District shall to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways: <ol style="list-style-type: none"><li>1. Assessment in the primary language.</li><li>2. Assessment using ESL methodologies.</li><li>3. Assessment with multiple varied instruments. [See EHBE]</li></ol>
STUDENT SUCCESS INITIATIVE	In addition to local standards for mastery and promotion, students in grades 3, 5, and 8 must meet the passing standard established by the State Board on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade.
DEFINITION OF 'PARENT'	For purposes of this policy and decisions related to the student success initiative, 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, 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 District shall use only the statewide assessment instrument for the third testing opportunity.
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 and shall apply the following standards in deciding to promote or retain the student: <ol style="list-style-type: none"><li>1. Evidence of satisfactory student performance, including grades, portfolios, work samples, local assessments, previous state assessments, or individual reading or mathematics diagnostic tests or inventories, as appropriate;</li></ol>

ACADEMIC ACHIEVEMENT  
RETENTION AND PROMOTION

EIE  
(LOCAL)

2. Improvement in student test performance over the three testing opportunities;
3. Extenuating circumstances that may have adversely affected the student's participation in instruction, required assessments, or accelerated instruction; and
4. Consideration of whether a student was not enrolled in a Texas public school for part of the school year.

If 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, the student will be promoted.

Whether or not 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.

STUDENTS NEW  
TO THE DISTRICT

When a student moves into the District and has 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

Students not promoted to the next grade level shall be assigned to the same or a similar campus setting.

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]