

## RETENTION AND PLACEMENT

- Retention:
  - The District shall implement grade advancement requirements in accordance with 19 Administrative Code Chapter 101, Subchapter BB and the TEA procedures outlined in the official Grade Placement Committee (GPC) Manual. The GPC will consist of the student's parent or guardian, the student's teacher(s), and principal or principal's designee. The GPC convenes when a student is at risk of being retained. The GPC develops an accelerated educational plan for each student who does not pass after the first testing opportunity, regardless of whether the student has been promoted or retained. The GPC for students in Student Success Initiative (SSI) grades (5<sup>th</sup> and 8<sup>th</sup> grade) will convene only after the second (2<sup>nd</sup>) testing administration. The District shall keep in communication with parents or guardians throughout the school year regarding SSI and District Policies and student progress in a timely manner. The accelerated educational plan must provide for interim progress reports to the student's parent or guardian and the opportunity for consultation with the teacher and/or principal as needed. (19 TAC § 101.2007)
  - The 3 different indicators are reviewed when determining whether a student is considered at risk of retention. If the student conforms with both items one and two or just item 3, the student will be considered at risk:
    1. The student's final grade in reading and/or math is projected to be less than 80%
    2. The student did not receive a passing score on the TPRI (grades K-2) or STAAR (grades 3-7) assessment in reading and/or math in their grade level.
    3. They must have a 69% or less as a final grade in reading and math.
  - When the student is considered at risk of retention the GPC will give the student an alternative assessment to determine if they are at grade level for entering the 4<sup>th</sup> thru 7<sup>th</sup> grade. To determine retention for kindergarten thru second grade the GPC will consider students grades, performance on TPRI and then administer an alternative assessment.
  - 19 TAC, §101.2015 requires districts to establish a waiver process by which a parent or guardian may request that a student not participate in the third testing opportunity due to potential harm to the student. In making this decision, parents may consult with the other GPC members as they review the student's options. If the waiver is granted the student is automatically retained. The GPC would still determine the appropriate accelerated instruction for the summer, and the student would still be required to complete this accelerated instruction before he or she

could be promoted to or placed in the next grade. Once the student completes all mandated accelerated instruction, the GPC would reconvene to discuss any parental appeal of the automatic retention and to determine the accelerated instruction plan for the following school year (whether the student has been retained or promoted).

- An additional assessment may be offered during the summer. If summer school is available and offered by the District, the student will be reassessed after attending the program.
- The Texas Education Code (TEC 28.0211) requires students in grade 5 and 8 to take and pass the state-mandated assessments in reading and mathematics in order to be promoted. Student Success Initiative (SSI) documentation must be maintained as part of a student's performance record.
- Placement:
  - Each student is tested for academic placement following acceptance into the school. The student is tested in reading and math at the grade level that was requested on the admission and enrollment paperwork. If the results of the tests show the student to be at another grade level than the one that was designated, the parent will be invited to meet with an administrator. Students entering kindergarten are tested on social and academic readiness. However, if the student entering into kindergarten attended a pre-school program and has records indicating the youngster is socially and academically ready; the District may waive the testing requirement. Placement into academic families are based on assessment instruments such as Saxon Math Placement Tests, Texas Treasures Reading Assessments, C-Scope Assessments, End-of-Year state assessment tests and any appropriate universal screener.
  - Special Education:
    - The admission, review, and dismissal (ARD) committee shall determine appropriate assessment and acceleration options for each eligible student receiving special education services under Education Code, Chapter 29, Subchapter A, enrolled in grade 5 or 8, and receiving instruction on grade level on the TEKS in a required subject stated above. For limited English proficient students who receive special education services, decisions shall be made by the ARD committee, including a member of the LPAC, to ensure that issues related to a student's language proficiency are duly considered. A student's previous testing history, and if applicable, the accelerated instructional program he or she has received, shall be determined prior to convening the grade placement or the ARD committee.
  - Limited English Proficient:
    - In assessing students of limited English proficiency for mastery of the essential knowledge and skills, the District shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways:
      1. Assessment in the primary language;
      2. Assessment using ESL methodologies; and
      3. Assessment with multiple varied instruments.