

Academic Achievement: Promotion, Placement, and Retention



Coldspring-Oakhurst Consolidated Independent School District

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Achievement ~ Innovation ~ Inspiration

Academic Achievement: Promotion, Placement, and Retention

Per (EIE) Local Board Policy, promotion and course credit in Coldspring-Oakhurst CISD 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 Emergent Bilingual 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 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 evaluations 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 a unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Grade 1

In grade 1, promotion to the next grade level shall be based on mastery of the grade-level standards (essential knowledge and skills) in Reading Language Arts, and Mathematics as outlined on the District's report card. For grade 1 students, a scoring rubric is used to identify the different criteria relevant to an assignment, assessment, or learning outcome and indicates the possible levels of proficiency/achievement in a specific, clear, and objective way. Rubrics are helpful for instructors because they can help them communicate expectations to students and assess student work fairly and efficiently. Finally, rubrics can provide students with informative feedback on their strengths and weaknesses so that they can reflect on their performance and work on areas that need improvement.

Grades 2–8

In grades 2–8, promotion to the next grade level shall be based on a grade of 70 or above in Reading Language Arts, Mathematics, Science, and Social Studies.

Grades 9–12

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

Promotion, Placement, and Retention

Promotion shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level and shall be coordinated with the compensatory/accelerated services. Students who fail to meet the established criteria shall be considered for placement or retention by the Promotion & Retention/Grade Placement Committee. Parent concerns regarding grade level placement may be submitted for consideration to the campus principal.

The criteria for promotion shall include consideration of the following factors:

- Mastery of the Texas Essential Knowledge and Skills (TEKS),
- Compliance with the attendance policy, 90% Attendance Rule
- Reading and Math instructional level,
- Extenuating circumstances that may have contributed to the student's performance during any grading period or on any examination in which the student's performance was inconsistent with the student's overall grade,
- The recommendation of the student's teacher
- The student's grade in each subject or course;
- The student's score on an assessment instrument administered under Education Code 39.023(a), (b), or (l), to the extent applicable; and
- Student performance on the state-mandated assessments.

NOTE: 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]

Accelerated Learning Committees

Accelerated Learning Committees are required for any student who did not perform satisfactorily on STAAR or STAAR Alt 2 in Math and Reading for grades 3, 5, and 8.

*Accelerated instruction must be provided for students who failed to perform satisfactorily on any grade 3 through 8 STAAR assessment or any end-of-course (EOC) assessment.

The State of Texas Assessments of Academic Readiness (STAAR™) is the state assessment program that began in the spring of 2012, which includes annual assessments for:

Reading Language Arts, Grades 3-8

Mathematics, Grades 3-8

Science in Grade 5 and 8

Social Studies in Grade 8

End-of-Course (EOC) assessments for English I, English II, Algebra I, Biology, and U.S. History

*An accelerated learning committee (ALC) must convene for any student who did not pass the STAAR test in grades 3, 5, or 8 in math or reading. The ALC committee will develop an individual educational plan for the student and provide a copy to the parent or guardian, as well as monitor student progress over the year.

Definitions

Texas Essential Knowledge and Skills (TEKS) – are the state standards for what students should know and be able to do in each subject and grade level. The Texas State Board of Education (SBOE) has legislative authority to adopt the TEKS for each subject of the required curriculum. The SBOE periodically reviews and revises the TEKS for each subject area.

Accelerated Instruction – TEC §28.0211 requires a school district to provide students who do not perform satisfactorily on a state assessment in third through eighth grade or EOC TEC §28.0217 with accelerated instruction in the applicable subject area. Accelerated instruction must be provided each time a student fails a state assessment. This accelerated instruction is designed to enable a student who has not achieved grade-level standards, as defined by the Texas Education Agency, to meet grade-level standards in the shortest possible time. Accelerated Instruction may be provided during the school day, before or after school, outside of regular school days, and/or during summer school.

Grade Level – the state’s standard of performance for what students should know (Knowledge) and be able to do (Application), as it pertains to the Texas Essential Knowledge and Skills (TEKS) in accordance with the student’s current grade/subject matter and or course of enrollment.

Promotion – the assignment of a student to a higher-grade level based on the student's achievement and knowledge and application of the (TEKS) as it pertains to the grade-level promotion standards in the current grade.

Placement – the assignment of a student to a specific grade level based on the determination that such placement will most likely provide the student with instruction and other services needed to succeed and progress to the next higher level of academic achievement by the end of the subsequent school year.

Grade Level Retention/Placement Committee – the committee established by the local school principal or designee to make grade-level retention and or placement decisions. The committee shall be comprised of the principal or designee, the student's parent or guardian, and the student’s teacher(s).

Retention – the re-assignment of a student to the current grade level during the next school year.

Differentiated Instruction – instructional strategies designed to meet individual student learning needs.

**Coldspring-Oakhurst Consolidated Independent School District
Standards for Promotion:**

GRADE LEVEL	PROMOTION STANDARDS
K	<p>Students must:</p> <ul style="list-style-type: none"> • Proficiency of the Kindergarten Texas Essential Knowledge and Skills (TEKS) in the four core areas: Reading Language Arts, Math, Science, and Social Studies as evidenced by a student portfolio of works (measured against district rubric standards); • have sufficient attendance* 90%
1	<p>Students must:</p> <ul style="list-style-type: none"> • Per the performance-based rubric, demonstrate mastery of the grade-level standards (essential knowledge and skills) in Reading Language Arts and Mathematics • have sufficient attendance* 90%
2-8	<p>Students must:</p> <ul style="list-style-type: none"> • meet the local requirement of 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 Reading Language Arts, Mathematics, Science, and Social Studies. • have sufficient attendance* 90*
9-12	<p>Students must:</p> <ul style="list-style-type: none"> • earn course credit with an end-of-semester course average of 70 or above • have sufficient attendance* 90%

***Students who do not meet the above criteria are not eligible for promotion. The campus Promotion & Retention/Grade Placement Committee must meet to determine whether the student will be promoted to the next grade level, retained in the current grade level, or placed in the next grade level. The committee composition includes the parent, classroom teacher, campus counselor, and the principal or principal's designee.**

Attendance

***The Texas attendance rules say that a student has to be in a class at least 90% of the time if they want to be sure to get credit for that class. This rule applies even if your child has an Individualized Education Program (IEP) or Section 504 plan.**

COCISD requires all students who have been absent from school to submit to the campus front office a note from their parent/guardian or other document giving the reason for their absence on the day they return to school.

If documentation is not received within three (3) days after the student returns to school, the absence will be permanently unexcused. Late documentation will not be accepted

Example:

If there are 166 instructional days, your child can only miss 16.5/17 days of school or 17 days of a specific class (or 8.5 days if they're on a semester schedule) before the 90% rule affects their class credit.

For elementary, intermediate, and junior high school students, this means they could repeat a grade if they fail to attend school 90% of the time as per the academic calendar. High school students may have to repeat a certain course or makeup hours if they fail to attend class at least 90% of the time as per the academic calendar.

- For Emergent Bilingual students, the Grade Placement Committee (GPC) or the Accelerated Learning Committee (ALC), in consultation with the Language Proficiency Assessment Committee (LPAC), will determine promotion standards.
- For students with disabilities, the campus Annual Review and Dismissal/Individual Education Program (ARD/IEP) committee will determine the promotion status based on mastery of IEP goals and objectives and/or course requirements.

***Additional attendance information can be found on the COCISD website by clicking the link below:**
<https://www.cocisd.org/Domain/61>

Student Advancement

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. [See EI]

In determining promotion, a district shall consider:

The recommendation of the student's teacher;

The student's grade in each subject or course;

The student's score on an assessment instrument administered under Education Code 39.023(a), (b), or (l), to the extent applicable; and any other necessary academic information, as determined by the district.

Parental Option to Retain

The 87th Texas Legislature, Regular Session passed Senate Bill (SB) 1697, which amends state law to allow parents and guardians to elect for a student to repeat a grade or retake a high school course, per Texas Education Code (TEC) §28.02124. The legislation, which went into effect on June 16, 2021, gives parents or guardians the right to opt for their child to –

- ✓ Repeat prekindergarten;
- ✓ Enroll in prekindergarten, if the student would have been eligible to enroll in prekindergarten during the previous school year under Education Code 29.153(b) [see EHBG] and the student has not yet enrolled in kindergarten;
- ✓ Repeat kindergarten;
- ✓ Enroll in kindergarten, if the student would have been eligible to enroll in kindergarten in the previous school year and has not yet enrolled in first grade; or
- ✓ For grades 1 through 3, repeat the grade in which the student was enrolled during the previous school year.

Parents or guardians are required to notify the school district or charter school in writing if they elect for their child to retake a grade level or course. A school district or charter school may disagree with a parent who elects to have their child retake a grade level or course. If a district or charter school disagrees, the district or charter school must convene a retention committee and meet with the parent or guardian to discuss the proposed retention. After the parent/ guardian has participated in the retention committee meeting, the **parent or guardian** will decide if the student will be retained. The district or charter school is required to abide by the parent's or guardian's decision.

*Additional information can be found on the TEA website by clicking the link below:
<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/restart-grade>