

Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum. ~~and grade-level placement through 8th grade will take into account the age of the student.~~ 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.

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**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**

Prekindergarten

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

For each skill and strategy assessed in prekindergarten, students shall receive a:

- + (plus sign) for "mastery," or
- / (forward slash) for "still developing."

**Kindergarten and
Grades 1-2**

For each skill and strategy assessed in language arts (reading, writing, and conventions), mathematics, science, and social studies, students in kindergarten and grades 1-2 shall receive a:

- 3 for "meets standard,"
- 2 for "approaching standard," or
- 1 for "below standard."

Performance in technology, music, art, health, physical education, and social-emotional skills shall be rated using:

- S for "satisfactory,"
- N for "needs improvement," or
- U for "unsatisfactory."

Grades 3-12

Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70, on a scale of 100, or higher shall be considered a passing grade. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into

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**Promotion
Guidelines**

Grades 1-2

unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

In grades 1-2, promotion to the next grade level shall be based on achievement of the following grade level standards during the fourth nine-week grading period:

1. Earning at least ~~fourteen~~¹⁴ 2s and/or 3s in language arts for promotion to ~~2nd~~ grade ~~2~~ or ~~thirteen~~¹³ 2s and/or 3s in language arts for promotion to ~~3rd~~ grade ~~3~~; and
2. Earning at least ~~nine~~⁹ 2s and/or 3s in mathematics for promotion to ~~2nd~~ grade ~~2~~ or earning at least ~~ten~~¹⁰ 2s or 3s in mathematics for promotion to ~~3rd~~ grade ~~3~~.

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Grades 3-4

In grades 3-4, promotion to the next grade level shall be based on overall mastery of the following grade level content standards:

An overall average of 70 on a scale of 100 based on grade-level standards for all subject areas (~~language arts [where reading counts 50 percent and writing counts 50 percent]~~, mathematics, science, and social studies); and

1. An overall average of 70 or above in language arts and mathematics, separately.

Grades 5-6

In grades 5-6, promotion to the next grade level shall be based on achievement of the following:

1. An overall average of 70 on a scale of 100 based on grade-level standards for all subject areas (language arts [where reading counts 50 percent and writing counts 50 percent], mathematics, science, and social studies); and
2. A grade of 70 or above in language arts and mathematics, separately.

Grades 7-8

In grades 7-8, 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 for all subject areas (~~language arts [where reading counts 50 percent and writing counts 50 percent]~~, 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] The student is awarded 0.5 credit for each semester course in which he or she earns at least a 70 average. Credits may also be awarded on a per-year average basis for courses recognized as full credit courses.

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PI High School
Student
Classification

Students shall have earned the following number of credits in order to achieve the corresponding grade-level classification for the school year:

- 5 credits to achieve grade 10 classification
- ~~11~~40 credits to achieve grade 11 classification
- ~~16~~18 credits to achieve grade 12 classification

These credits must be in place before the first day of school and will include credits earned during the summer through accredited summer school, evening school, correspondence courses, and credit by examination.

~~Placement criteria shall be used for all students not meeting promotion requirements. Placement eligibility shall apply to~~For students who do not meet the promotion requirements above for their grade level, use the advancementplacement criteria below ~~will~~ be used to determine the next grade:

1. ~~Over-age students, defined as follows:~~

- ~~A student in Kinder should be 5-6 years old. For placement into grade K, the student can be no more than 7 years old by May 31 of their kindergarten school year.~~
- ~~A student in 1st grade should be 6-7 years old. For placement into grade 1, the student can be no more than 8 years old by May 31 of their 1st grade school year.~~
- ~~A student in 2nd grade should be 7-8 years old. For placement into grade 2, the student can be no more than 9 years old by May 31 of their 2nd grade school year.~~
- ~~A student in 3rd grade should be 8-9 years old. For placement into grade 3, the student can be no more than 10 years old by May 31 of their 3rd grade school year.~~
- ~~A student in 4th grade should be 9-10 years old. For placement into grade 4, the student can be no more than 11 years old by May 31 of their 4th grade school year.~~
- ~~A student in 5th grade should be 10-11 years old. For placement into grade 5, the student can be no more than 12 years old by May 31 of their 5th grade school year.~~
- ~~A student in 6th grade should be 11-12 years old. For placement into grade 6, the student must turn~~can be no

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Advancement
criteria

~~more than~~ 13 years old by May 31 ~~of the coming of their 6th grade-school year.~~ school year.

- ~~A~~ student in 7th grade should be 12-13 years old. For placement into grade 7, the student ~~must turn~~ can be no ~~more than~~ 14 years old by May 31 of ~~the coming~~ their 7th grade school year.
- A student in 8th grade should be 13-14 years old. For placement into grade 8, the student ~~must turn~~ can be no ~~more than~~ 15 years old by May 31 of ~~the coming~~ their 8th grade school year.

~~A student in 9th grade should be 14-15 years old. For placement into grade 9, the student must turn 16 years old by May 31 of the coming school year. Grade classification is determined by number of high school credits earned.~~

~~2. The campus intervention committee must develop a intervention plan for any student who is retained to provide recommendations for serving the student the following year. Provisions for students failing the same grade level for a second time are as follows:~~

~~Students may only be retained one time during their Pre-K-8th grade school years.~~

- Students eligible for ~~advancement~~ placement shall still be expected to attend extended year for mastery of skills.
 - ~~Students eligible for placement may be retained upon the recommendation of the campus intervention committee with the agreement of the principal and the parent.~~
 - ~~Students not meeting the criteria may be placed in the next grade upon the recommendation of the campus intervention committee and agreement of the principal(s) and with the approval of the deputy superintendent of academic achievement.~~
 - ~~Students who are placed must have a specific academic intervention plan in place.~~

~~Intervention plans must be provided to students who do not meet promotion standards.~~

Intervention plans ~~and alternatives to retention~~ may include one or more of the following:

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Academic Intervention Plans

1. Extended day;
- ~~3-2. and/or extended year services;~~
4. Looping;
- ~~5. Multiage grouping;~~
- ~~6. Special program;~~
- ~~7-3. Small group instruction Flexible grouping;~~
- ~~8-4. One-on-one High impact tutoring;~~
- ~~9. Modified curriculum; and~~
5. Planned intervention and enrichment extension time;
- ~~10-6. Tier 3 course designed to provide additional time and support during the school day.~~

~~For a student's curriculum to be modified below grade level, there must be documentation from the intervention team and the signatures of the parent and teacher.~~

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