



Texas Leadership Charter Academy  
"Leaders in Training"

## TLC ACADEMY STUDENT POLICIES

### GRADE PLACEMENT

#### POLICY

#### (SUGGESTED BY LAW)

- (a) The chief administrative officer of each charter school **shall establish procedures** for convening a Grade Placement Committee (GPC) for each eligible student who fails to demonstrate proficiency on the second administration of the assessment required for grade advancement. In accordance with [§ 101.2006\(d\)](#) of this title (relating to Accelerated Instruction), decisions by the GPC shall be made on an individual student basis, address required participation of the student in accelerated instruction, and ensure the most effective instruction to support the student's academic achievement on grade level.
- (b) The GPC shall be composed of the principal or principal's designee, the student's parent or guardian, and the student's teacher(s) of the subject of the grade advancement assessment(s) on which the student has failed to demonstrate proficiency. If this teacher is unavailable, the principal shall designate to serve on the GPC a teacher certified in the subject of the assessment on which the student failed to perform satisfactorily and who is most familiar with the student's performance in that subject area. If more than one parent or guardian has the authority to make educational decisions regarding the student, a good faith effort must be made to notify both parents, but participation of any one parent or guardian is sufficient. Either parent or only one guardian may initiate an appeal. If both parents or guardians serve on the GPC but do not agree, either may agree to promote the student if the remaining members of the GPC also agree to the promotion. The [school] may accept a parent's or guardian's written designation of another individual to serve on the GPC for all purposes. The [school] may accept a parent's or guardian's written and signed waiver of participation in the GPC and designation of the remaining members of the GPC as the decision-making entity for all purposes. [19 T.A.C. § 101.2007\(a\) and \(b\)](#).

In addition to the placement decision, the Grade Placement Committee shall develop an accelerated instruction plan for each student who does not pass after three testing opportunities, regardless of whether the student has been promoted or retained. This plan shall include the accelerated instruction that the [school] must provide during the next school year. The plan must be designed to enable the student to perform at the appropriate grade level by the end of the next school year. **The [school] shall establish a policy for monitoring the student during the school year to ensure that the student is**

**progressing in accordance with the plan.** The accelerated instruction 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 T.A.C. § 101.2007\(i\)](#).

The **school board of each [school] and each charter school may establish a policy that provides for the placement of retained students in an age-appropriate learning environment.** In accordance with local grade configurations for elementary, middle, and high school campuses, **this policy may specify the age by which a retained student should be placed on the next level campus even though not yet promoted to the grade of that campus.** [19 T.A.C. §101.2019](#).

### **Grade Placement Committee Procedures**

Subject to state law and the standards established by the State Board of Education, decisions regarding promotion and retention are functions delegated to the classroom teacher and the responsibility of the principal, both subject to the supervision of the School’s Chief Executive Officer. The classroom teacher shall monitor and evaluate the student’s progress, and shall exert every effort to ensure the student’s progress and shall report progress and efforts to the School’s administration as necessary or requested.

The Chief Executive Officer or designee shall establish procedures and ensure that the campus principal properly convenes a Grade Placement Committee (GPC) (composed as required by law) for each eligible student who fails to demonstrate proficiency on the second administration of the applicable assessment required for grade advancement. GPC decisions shall be made on an individual student basis, address required participation of the student in accelerated instruction, and ensure the most effective instruction to support the student’s academic achievement on grade level. In addition to the placement decision, the GPC shall develop an accelerated instruction plan for each student who does not pass after three testing opportunities, regardless of whether the student has been promoted or retained. This plan shall include the accelerated instruction that the School must provide during the next school year, and be in accordance with applicable legal requirements ([19 T.A.C. § 101.2006](#)). The Chief Executive Officer or designee shall ensure that any required plans are designed by the GPC to enable the student to perform at the appropriate grade level by the end of the next school year.

In addition to local standards for mastery and promotion, established by the Chief Executive Officer or designee, 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. If following a student’s failure to demonstrate proficiency after the third testing opportunity on one of the state-required assessment instruments, the student is retained, the student’s parent<sup>1</sup>

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<sup>1</sup> A student’s “parent” for purposes of this policy, shall be defined to include either of the student’s parents or guardians; a person designated by the parent(s), by means of a Power of Attorney, to have

may initiate an appeal, in writing to the campus principal, of his or her child's retention. A GPC shall be convened (composed as required by law) to review all facts and circumstances in accordance with law, and shall apply the following standards in deciding to promote or retain the student:

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;
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 shall be promoted.

### **Monitoring Student Progress**

Whether the GPC decides to promote or to retain a student as described above, the GPC 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 s/he is progressing in accordance with the plan.

### **Age-Appropriate Learning Environment**

In the event a student is not promoted to the next grade level, the School shall assign the student to an age-appropriate learning environment, as determined by the student's GPC, unless:

1. The student's parent requests that the student be assigned to the same or a similar setting; or

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responsibility for the student in all School-related matters; or a properly appointed surrogate parent acting on behalf of a student with a disability.

2. The student's GPC determines that it would be in the student's best interest to be assigned to the same or a similar setting. Criteria to be considered for this decision may include:
  - a. Recommendations from the student's teachers.
  - b. Observed social and emotional development of the student.

### **Transfer Students**

When a student transfers into the School, having 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 School and determine an accelerated instruction plan for the student.

If a parent initiates an appeal for promotion when a student transfers into the School after 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 school and issue a decision in accordance with the School's standards for promotion.

### **Special Education Students**

Promotion standards and appropriate assessment and acceleration options, as established by the individualized educational program (IEP), or grade-level classification of students eligible for special education, shall be determined by the ARD Committee.