

Student Success Initiative Manual

Grade-Advancement Requirements



Update for the 2019–2020 School Year



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SSI Overview

INTRODUCTION

The goal of the Student Success Initiative (SSI) is to ensure that all students receive the instruction and support they need to be academically successful in mathematics and reading. This effort depends greatly on schools, parents and guardians, and community members working in partnership to meet individual student needs. This manual is designed to support campus personnel in the implementation of the grade-advancement requirements of the SSI, including the coordination of grade placement committees (GPCs) as required by law.

The SSI was enacted by the 76th Texas Legislature in 1999. Although changes have been made in subsequent sessions, these are some of the core principles.

- By the start of the school year, a district must make public the requirements for grade promotion under Texas Education Code (TEC) §28.021(d).
- SSI grade-advancement requirements apply to the State of Texas Assessments of Academic Readiness (STAAR®) grades 5 and 8 mathematics and reading assessments. If an eligible student does not demonstrate proficiency on these assessments, the student may advance to or be placed in the next grade only if (1) he or she completes **all** accelerated instruction required by the GPC, and (2) the GPC determines, by unanimous decision, that the student is likely to perform on grade level by the end of the next school year given additional accelerated instruction during the course of the year. In making promotion decisions, the GPC is required to consider the recommendation of the student's teacher, the student's grades, the student's state assessment scores, and any other relevant academic information.
- Required accelerated instruction must occur after each administration of the assessment for which a student was not successful (Did Not Meet Grade Level), including the third administration.
- To assist districts and charter schools in meeting the accelerated instruction provision listed above after the third administration of the assessment, the Texas Education Agency (TEA) allows districts and charter schools to apply for an expedited waiver to adjust the timeline for providing accelerated instruction to students who were not successful on the third administration. The waiver is granted if districts and charter schools meet certain conditions, which are specified below:
 - identifying the intensive instruction a student needs
 - targeting this intensive instruction to the STAAR reporting categories on which the student demonstrated weakness
 - ensuring that this intensive instruction is completed during the first six weeks of school
 - documenting that the student has completed this intensive instruction

In addition to accelerated instruction, the GPC is responsible for developing an accelerated instruction plan (AIP) that will provide the student with ongoing instructional support during the next school year.

- Teachers who provide accelerated mathematics instruction must have full state certification in the subsequent mathematics grade. Teachers who provide accelerated reading instruction must have full state certification in the subsequent reading grade.

- An eligible student who enrolls in a school district or charter school before the scheduled date of the first administration of the grade-advancement assessment is subject to all SSI grade-advancement requirements, including automatic retention. An eligible student who enrolls after the date of the first administration of the grade-advancement assessment is not subject to the automatic retention requirement but must be assessed and be given access to required accelerated instruction.
- The complete text of the Texas Education Code (TEC) can be accessed online at <http://www.statutes.legis.state.tx.us/DOCS/ED/PDF/ED.28.pdf>. The complete text of the Texas Administrative Code (TAC) can be accessed online at <http://ritter.tea.state.tx.us/rules/tac>. Additionally, a “TEC and TAC References for the Texas Assessment Program” webpage is available on the Student Assessment Division website.

Purpose

This manual has three purposes:

- to provide clear administrative guidance on the SSI grade-advancement process, with step-by-step instructions that are accompanied by sample forms and letters that are available online
- to guide GPCs in their decision-making responsibility concerning accelerated instruction and review upon appeal by a parent whether to promote or retain a student, which includes designing an AIP for the summer and/or following school year
- to assist district- and campus-level personnel in their roles concerning accelerated instruction

SSI Manual Organization

The SSI Manual is organized as follows:

- SSI Overview
- SSI Activities Guide
- SSI Topics

The **SSI Activities Guide** is designed to be a chronological explanation of the SSI activities and requirements that occur throughout the school year. The guide includes an interactive flowchart, a timeline of SSI assessments and notification dates and requirements, and important information about SSI grade-advancement requirements and activities beginning with the first administration of the SSI assessments. The guide also includes checklists for each administration.

The **SSI Topics** section provides specific program information organized by subject matter. The topics include Requirements for Special Populations, Mobile and Migrant Students, Accelerated Instruction, the Grade Placement Committee, Parent Notification, and Summer Accelerated Instruction and Assessment.

In addition to this manual, sample forms and letters that districts might use for the required and optional notification and progress-monitoring activities of the SSI are located on the Student Success Initiative webpage on TEA’s Student Assessment Division website. The forms are available in English and Spanish in a format for easy downloading and editing for local use.

Overview of the Grade-Advancement Requirements of the Student Success Initiative

The SSI is composed of three initiatives that, together, support on-grade-level student achievement in mathematics and reading so that every student can succeed throughout his or her school career. These three initiatives, as originally designed, were the Texas Reading Initiative, the Texas Math Initiative, and the grade-advancement requirements in reading at grades 3, 5, and 8 and in mathematics at grades 5 and 8. In 2009, the 81st Texas Legislature amended the SSI initiatives to eliminate the grade 3 advancement requirement.

This manual focuses on the grade-advancement requirements of the SSI as set forth in TEC §28.0211, Satisfactory Performance on Assessment Instruments Required; Accelerated Instruction.

TEC §28.0211(a) mandates that a student may not be promoted to

- (1) the sixth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the fifth grade mathematics and reading assessment instruments under Section 39.023; or
- (2) the ninth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the eighth grade mathematics and reading assessment instruments under Section 39.023.

In addition, a student who is not successful on mathematics and/or reading assessments at grades 5 and 8 may not be promoted to the next grade unless he or she completes **all** required accelerated instruction. This instruction may require participation of the student before or after normal school hours, during summer school, or before the beginning of the next school year.

The law requires school districts to provide students up to three assessment opportunities during the spring and summer of the year, outlines the provision of accelerated instruction after each assessment opportunity, and describes parents' rights regarding automatic retention. The entire text of the law is available online at <http://www.statutes.legis.state.tx.us/DOCS/ED/PDF/ED.28.pdf>.

The law was further clarified through the adoption of 19 TAC, Chapter 101, Assessment, Subchapter BB, Commissioner's Rules Concerning Grade Advancement and Accelerated Instruction (herein referenced as "commissioner's rules"). Text of this chapter is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter101>. The purpose of these rules is to ensure the effective implementation of the grade-advancement requirements as part of an overall system of support for student academic achievement. This system includes but is not limited to the following:

- assessment of student needs at preceding grades and corresponding early intervention activities that address those needs
- continuous and ongoing evaluation by a variety of means
- research-based instructional programs, which are defined as programs that are supported by scientific research that has been included in peer-reviewed studies or been reviewed by a neutral panel; additional evidence that supports effectiveness includes positive reports from districts and progress monitoring/outcome data from districts

- targeted accelerated instruction informed by multiple assessment opportunities and other means of evaluation
- a GPC that decides, on an individual student basis, the most effective way to support a student’s academic achievement on grade level
- an AIP for every student who is not successful on the required grade-advancement assessment after three opportunities, whether retained or promoted upon parent appeal to the GPC and, if promoted, the completion of required accelerated instruction prior to promotion

Students subject to SSI grade-advancement requirements include those taking STAAR who receive special education services or who are served under Section 504 and identified with dyslexia or a related disorder. Special provisions for these populations are discussed in the “Requirements for Special Populations” section of this manual.

English learners (ELs) who participate in STAAR or STAAR Spanish assessments are also subject to SSI grade-advancement requirements. However, ELs who are identified as unschooled asylee/refugees are subject to SSI grade-advancement requirements only in the content areas for which they participate in a state assessment. For more information on assessment policies for ELs, consult the Language Proficiency Assessment Committee (LPAC) Resources webpage on TEA’s Student Assessment Division website.

The commissioner’s rules also describe the administration schedule, the role of the GPC, and the responsibilities for notification of parents. It is the intent of the rules that parents be fully informed throughout the process. The commissioner’s rules describe the requirements for accelerated instruction, the provision for a parental waiver of the third administration of the assessment due to potential harm to the student, the parental appeal process, the responsibilities for scoring and reporting, and credit for high school graduation.

This manual is designed to provide campus personnel with the resources to implement the law and the rules. Parents serving on GPCs might also wish to consult this manual. Additional SSI information is available on the Texas Assessment Program Frequently Asked Questions document.

Grade-Advancement Requirements for Mathematics and Reading at Grades 5 and 8

SSI grade-advancement requirements apply only to the mathematics and reading assessments at grades 5 and 8. The flowchart in the “SSI Activities Guide” section of this manual illustrates the process for determining whether a student has met the SSI grade advancement requirements in mathematics and reading at grades 5 and 8.

In 2020, the first administration of STAAR mathematics assessments at grades 5 and 8 is scheduled on Tuesday, April 7; and the first administration of STAAR reading assessments at grades 5 and 8 is scheduled on Wednesday, April 8. Districts must notify the parents of those students who were not successful on these assessments.

The timeline in the “SSI Activities Guide” section of this manual will help districts track SSI assessment, reporting, and notification dates for the 2019–2020 school year.

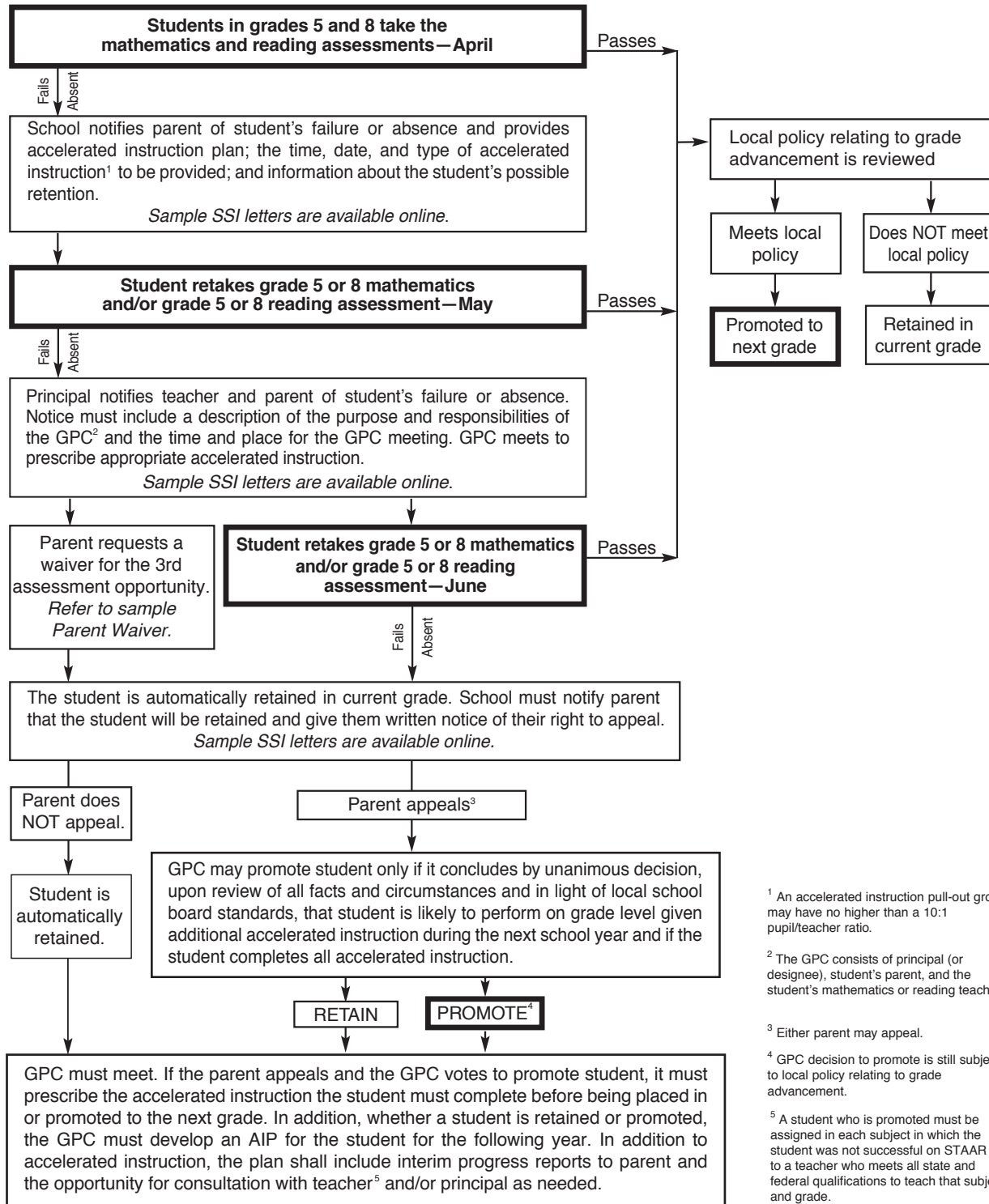
SSI Activities Guide

This section outlines step-by-step the responsibilities for campus personnel in the implementation of the SSI. It includes the following subsections:

- Flowchart for Students Taking STAAR
- Activities Timeline (includes references to corresponding forms)
- First Administration of STAAR
- Second Administration of STAAR
- Third Administration of STAAR

The sample forms and letters referenced in the Activities Timeline are available online at <http://www.tea.texas.gov/student.assessment/ssi>.

2019–2020 School Year Flowchart for Students Taking STAAR* Grade-Advancement Requirements for Eligible Students



¹ An accelerated instruction pull-out group may have no higher than a 10:1 pupil/teacher ratio.

² The GPC consists of principal (or designee), student's parent, and the student's mathematics or reading teacher.

³ Either parent may appeal.

⁴ GPC decision to promote is still subject to local policy relating to grade advancement.

⁵ A student who is promoted must be assigned in each subject in which the student was not successful on STAAR to a teacher who meets all state and federal qualifications to teach that subject and grade.

*For information regarding students receiving special education services, refer to the “SSI Topics” section.

SSI Activities Timeline

Grade-Advancement Requirements of the Student Success Initiative

2019–2020 School Year

	Date	Action	Sample Forms for Required Notification	Sample Forms for Optional Notification and Documentation
Mathematics First Administration	April 7, 2020	Administer the first STAAR grades 5 and 8 mathematics assessments.		
	April 29, 2020	<ul style="list-style-type: none"> ■ Receive student results for the STAAR grades 5 and 8 mathematics assessments.[†] ■ Begin accelerated instruction. 		
	By May 6, 2020	Notify parent of results for the STAAR grade 5 or 8 mathematics assessment (for students who were successful).	STAAR Report Card	Parent Notification of Student Performance—M.1
	By May 6, 2020	Notify parent of results for the STAAR grade 5 or 8 mathematics assessment and of plans for accelerated instruction (for students who were not successful).	<ul style="list-style-type: none"> ■ Parent Notification of Student Performance—M.2 ■ STAAR Report Card 	
Reading First Administration	April 8, 2020	Administer the first STAAR grades 5 and 8 reading assessments.		
	April 29, 2020	<ul style="list-style-type: none"> ■ Receive student results for the STAAR grades 5 and 8 reading assessments.[†] ■ Begin accelerated instruction. 		
	By May 6, 2020	Notify parent of results for the STAAR grade 5 or 8 reading assessment (for students who were successful).	STAAR Report Card	Parent Notification of Student Performance—R.1
	By May 6, 2020	Notify parent of results for the STAAR grade 5 or 8 reading assessment and of plans for accelerated instruction (for students who were not successful).	<ul style="list-style-type: none"> ■ Parent Notification of Student Performance—R.2 ■ STAAR Report Card 	
Mathematics Second Administration	May 12, 2020	Administer the second STAAR grades 5 and 8 mathematics assessments.		
	June 1, 2020	Receive student results for the STAAR grades 5 and 8 mathematics assessments. [†]		
	June 8, 2020	Notify parent of results for the STAAR grade 5 or 8 mathematics assessment (for students who were successful).	STAAR Report Card	Parent Notification of Student Performance—M.1
	June 8, 2020	Notify parent of results for the STAAR grade 5 or 8 mathematics assessment and of plans for accelerated instruction (for students who were not successful).	<ul style="list-style-type: none"> ■ Parent Notification of Student Performance—M.3 ■ STAAR Report Card 	
	June 16, 2020 (Suggested Date)	Convene and document GPC meetings for students who were not successful in grades 5 and 8 mathematics (includes accelerated instruction requirements).	Confirmation of Participation in Grade Placement Committee Meeting—M.4	
	June 19, 2020 (Suggested Date)	Notify parent of GPC decisions.	<ul style="list-style-type: none"> ■ Grade Placement Committee Meeting Minutes—M.5 ■ Parent Notification of Grade Placement Committee Decisions—M.6 	

[†]Schools will receive results within 10 working days of receipt of the assessment materials by the testing contractor.

	Date	Action	Sample Forms for Required Notification	Sample Forms for Optional Notification and Documentation
Reading Second Administration	May 13, 2020	Administer the second STAAR grades 5 and 8 reading assessments.		
	June 1, 2020	Receive student results for the STAAR grades 5 and 8 reading assessments. [†]		
	By June 8, 2020	Notify parent of results for the STAAR grade 5 or 8 reading assessment (for students who were successful).	STAAR Report Card	Parent Notification of Student Performance—R.1
	By June 8, 2020	Notify parent of results for the STAAR grade 5 or 8 reading assessment and of plans for accelerated instruction (for students who were not successful).	<ul style="list-style-type: none"> ■ Parent Notification of Student Performance—R.3 ■ STAAR Report Card 	
	June 16, 2020 (Suggested Date)	Convene and document GPC meetings for students who were not successful in grades 5 and 8 reading (includes accelerated instruction requirements).	Confirmation of Participation in Grade Placement Committee Meeting—R.4	
	June 16, 2020 (Suggested Date)	Notify parent of GPC decisions.	<ul style="list-style-type: none"> ■ Grade Placement Committee Meeting Minutes—R.5 ■ Parent Notification of Grade Placement Committee Decisions—R.6 	
Mathematics Third Administration	June 23, 2020	Administer the third STAAR grades 5 and 8 mathematics assessments.		
	July 14, 2020	Receive student results for the STAAR grades 5 and 8 mathematics assessments. [†]		
	July 21, 2020	Notify parent of results for the STAAR grade 5 or 8 mathematics assessment (for students who were successful).	STAAR Report Card	Parent Notification of Student Performance—M.1
	July 21, 2020	Notify parent of results for the STAAR grade 5 or 8 mathematics assessment and of plans for accelerated instruction (for students who were not successful).	<ul style="list-style-type: none"> ■ Parent Notification of Student Performance—M.8 ■ STAAR Report Card 	
	July 28, 2020 (Suggested Date)	Convene and document GPC meetings for students who were not successful in grades 5 and 8 mathematics. GPC must determine accelerated instruction that student must complete before being placed in or promoted to the next grade as well as accelerated instruction plan for next school year.	Confirmation of Participation in Grade Placement Committee Meeting—M.9	
	August 4, 2020 (Suggested Date)	Notify parent of GPC decisions.	<ul style="list-style-type: none"> ■ Grade Placement Committee Meeting Minutes—M.10 ■ Parent Notification of Grade Placement Committee Decisions—M.11 	

[†]Schools will receive results within 10 working days of receipt of the assessment materials by the testing contractor.

	Date	Action	Sample Forms for Required Notification	Sample Forms for Optional Notification and Documentation
Reading Third Administration	June 24, 2020	Administer the third STAAR grades 5 and 8 reading assessments.		
	July 14, 2020	Receive student results for the STAAR grades 5 and 8 reading assessments. [†]		
	July 21, 2020	Notify parent of results for the STAAR grade 5 or 8 reading assessment (for students who were not successful).	STAAR Report Card	Parent Notification of Student Performance—R.1
	July 21, 2020	Notify parent of results for the STAAR grade 5 or 8 reading assessment and of plans for accelerated instruction (for students who were not successful).	<ul style="list-style-type: none"> ■ Parent Notification of Student Performance—R.8 ■ STAAR Report Card 	
	July 28, 2020 (Suggested Date)	Convene and document GPC meetings for students who were not successful in grades 5 and 8 reading. GPC must determine accelerated instruction that student must complete before being placed in or promoted to the next grade as well as accelerated instruction plan for next school year.	Confirmation of Participation in Grade Placement Committee Meeting—R.9	
	August 4, 2020 (Suggested Date)	Notify parents of GPC decisions.	<ul style="list-style-type: none"> ■ Grade Placement Committee Meeting Minutes—R.10 ■ Parent Notification of Grade Placement Committee Decisions—R.11 	
End of School Year	Late Spring 2020	For grade 4 students: notify parent of child's progress in mathematics and reading at end of grade 4.	Parent Notification at End of Grade 4 or Grade 7—M.A and R.A	
	Late Spring 2020	For grade 7 students: notify parent of child's progress in mathematics and reading at end of grade 7.	Parent Notification at End of Grade 4 or Grade 7—M.A and R.A	

[†]Schools will receive results within 10 working days of receipt of the assessment materials by the testing contractor.

NOTE: All sample forms and notification letters are available online at <http://www.tea.texas.gov/student.assessment/ssi/> in a format that facilitates downloading and editing for local use. All forms are provided as templates only. When modifying the sample forms for local purposes or creating forms, schools should be careful to include all of the components required by the grade-advancement law and commissioner's rules.

FIRST ADMINISTRATION OF STAAR

Students take the first administration of the STAAR grade 5 or 8 mathematics and reading assessments.

All eligible students should take the first administration of the STAAR or STAAR Spanish mathematics and reading assessments at grade 5. All eligible students should take the first administration of the STAAR mathematics and reading assessments at grade 8. The dates for these assessments can be found on the assessment calendar and on the SSI Activities Timeline. SSI grade-advancement requirements apply to eligible students in grades 5 and 8 who are enrolled in a local school district or charter school on any day before the scheduled date of the first administration of the grade-advancement assessment. This includes ELs who take STAAR in English or Spanish, except those who qualify for special provisions as an unschooled asylee/refugee. For specific information about how the SSI grade-advancement requirements apply to ELs, mobile and migrant students, and students who are receiving special education services, refer to the “SSI Topics” section of this manual.

SSI grade-advancement requirements apply only to students enrolled in grades 5 or 8 who are receiving on-grade-level instruction and taking on-grade-level mathematics and reading assessments. If students who are enrolled in grades 5 and 8 are receiving instruction in a subject or course above their enrolled grade and are, therefore, taking a related STAAR assessment, these students may not be denied promotion if they are unsuccessful on this related assessment. For example, an enrolled grade 8 student who is receiving instruction in Algebra I would take the STAAR Algebra I assessment. This student is not required to pass the STAAR Algebra I assessment in order to be promoted to grade 9.

Some students are in grades other than grades 5 and 8 and receiving above-grade-level mathematics or reading instruction in grade 5 or 8. Those students taking the STAAR grade 5 or 8 assessment as a result may not be denied promotion if they are unsuccessful on this assessment. For example, an enrolled grade 7 student who is receiving instruction in grade 8 reading would take the STAAR grade 8 reading assessment during the first administration but is not required to pass this assessment in order to be promoted to the next grade and is not eligible to take a retest.

The law requires that a student who is subject to the SSI requirements be given three opportunities to pass the grade 5 or 8 mathematics and reading assessments. Make-up assessments for students who are absent are allowed during all SSI administrations. A student who is absent both on the scheduled assessment day and during the make-up days will be required to take the assessment during the next administration. The district must provide appropriate accelerated instruction as warranted for students who are absent or otherwise do not have valid assessment results. If a student has missed an assessment opportunity, the district may administer a local assessment or an individual inventory or other diagnostic assessment to determine accelerated instruction needs prior to the next state-designated administration.

Results

By law, schools must receive results from the first administration of STAAR within 10 working days of receipt of the assessment materials by the testing contractor. Refer to the *District and Campus Coordinator Resources* for specific dates for returning assessment materials. Both the calendar of events in the *Coordinator Resources* and the SSI Activities Timeline in this manual include dates for receiving results. Schools must return assessment materials on schedule to receive results on the date specified.

When results are received, students will be in one of two groups:

- those who were successful meeting the required score
- those who were not successful meeting the required score, were absent on the date of administration, or did not submit an assessment that could be scored

Students who were successful have met the state-identified assessment criterion for promotion to the next grade; however, local districts might have additional requirements for promotion. Students must meet all local requirements for promotion in addition to being successful on STAAR. Students who were successful on a grade-advancement assessment but are retained due to local policy will be subject to all SSI grade-advancement requirements during the repeated school year.

Students who were unsuccessful on STAAR have not met the state-identified assessment criterion for promotion to the next grade.

Notification

School notifies parents of student's failure and provisions for accelerated instruction; the time, date, and type of accelerated instruction to be provided; and information about the child's possible retention.

Districts must notify parents within five working days of receipt of the results that their child was unsuccessful on the STAAR assessment and that not succeeding on the assessment after three opportunities will result in automatic grade-level retention. This notice should explain fully the grade-advancement policy and the review process by the GPC. To the extent possible, all notifications should be in the language spoken most often in the home. Sample letters in English and Spanish are available online at <http://www.tea.texas.gov/student.assessment/ssi/>. Districts/schools may attach a cover letter with this sample notification or design a letter that is written in a style more consistent with their own correspondence with parents. For documentation purposes, a copy of this notification should be maintained in the student's permanent record file.

Required Accelerated Instruction

In the notice to parents, campus personnel must outline the intervention plan for accelerated instruction that would best address the individual student's demonstrated mathematics and/or reading weaknesses. For students receiving special education services, the admission, review, and dismissal (ARD) committee must determine appropriate accelerated instruction. This decision should be documented in the student's individualized education program (IEP) through an ARD committee meeting. Decisions regarding accelerated instruction for ELs must take into account the students' stage of second language acquisition and should be made in consultation with the students' LPAC. As specified in TEC §28.0211(c), group-administered accelerated instruction may not have a ratio of more than 10 students to each teacher. This instruction may be conducted within the school day or after school; however, each school district and charter school will be responsible for providing transportation to eligible students required to attend acceleration programs if these programs occur outside of regular school hours.

As outlined in the rules, accelerated instruction shall be based on but not limited to the following:

- assessment of specific student needs
- research-based instructional practices
- use of a variety of instructional models

School personnel should monitor each student's progress during accelerated instruction.

. . . District Checklist for the First Administration of STAAR

- Administer the STAAR mathematics and reading assessments to eligible students.
- Receive results within 10 working days of receipt of assessment materials by the testing contractor.
- Notify parents of results within five working days of receiving results from testing contractor.
- Document notification in students' permanent record files.
- Develop and implement intervention plans for accelerated instruction for students who were not successful.
- Ensure that instructional-group size requirements are met.
- Monitor and document student progress.

SECOND ADMINISTRATION OF STAAR

Student retakes the STAAR grade 5 mathematics and/or reading assessment.

Student retakes the STAAR grade 8 mathematics and/or reading assessment.

Only students who are subject to the SSI requirements and who were not successful on the first administration of the STAAR grade 5 or 8 mathematics or reading assessment should take the second administration of the STAAR assessment on the scheduled administration date. Schools should prepare for the administration by determining room location and assigning test administrators, among other tasks.

Make-up administrations for students who are absent on the day of the test are allowed during the second STAAR SSI administration. A student who is absent both for the second administration and during the make-up days will be required to be assessed during the third administration, unless a waiver request from a parent is approved. A student who is absent for both the first and second administrations must be provided appropriate accelerated instruction, as determined by the student's GPC. Because no results will be available, the district may administer a local assessment or other diagnostic assessment to determine accelerated instruction needs prior to the next state-designated administration.

Results

By law, schools must receive results from the second administration of STAAR within 10 working days of receipt of the assessment materials by the testing contractor. When results are received, students will be in one of two groups:

- those who were successful meeting the required score
- those who were not successful meeting the required score, were absent on the date of administration, or did not submit an assessment that could be scored

As with the first administration, students who were successful have met the state-identified assessment criterion for promotion to the next grade; however, local districts might have additional requirements for promotion. Students must meet all local requirements for promotion in addition to being successful on STAAR. Students who were successful on a grade-advancement assessment but are retained due to local policy will be subject to all SSI grade-advancement requirements during the repeated school year.

Students who were unsuccessful on STAAR have not met the state-identified assessment criterion for promotion to the next grade. At this point, the school **must** notify parents and convene a GPC.

Notification

Principal notifies teacher and parents of student's failure. Notice must include a description of the purpose and responsibilities of the GPC and the time and place for the GPC meeting. GPC meets to prescribe appropriate accelerated instruction.

The district must notify the campus principal within five working days of receipt of the assessment results. Upon receiving the results, the principal must notify parents that their child was not successful on the second administration of the STAAR assessment. As with the first notification, this notice to parents should state that the student is automatically retained if unsuccessful after three opportunities. This notification should also include a description of the purpose and responsibilities of the GPC and the time and place for the GPC to hold its first meeting.

In addition, the school should inform parents that the student may not be promoted to the next grade unless he or she has participated in all required accelerated instruction. This notification should include that this instruction might require participation of the student before or after normal school hours or during the summer. Each school district and charter school will be responsible for providing transportation to eligible students required to attend acceleration programs if these programs occur outside of regular school hours. If more than one parent has the authority to make educational decisions regarding the student, a good-faith effort must be made to notify both parents, but participation of one parent is sufficient. To the extent possible, notifications should be sent in the language spoken most often in the home. Sample letters in English and Spanish are available online at <http://www.tea.texas.gov/student.assessment/ssi/>. For documentation purposes, a copy of this notification should be maintained in the student's permanent record file.

Grade Placement Committee

Role and Membership

In accordance with TEC §28.0211 (c), the superintendent of each school district and chief administrative officer of each charter school shall establish procedures for convening a GPC for each student who fails to demonstrate proficiency on the second administration of an assessment required for grade advancement. Decisions by the GPC shall be made on an individual student basis to ensure the most effective way to support the student's academic achievement on grade level.

The GPC shall be composed of the following members:

- the principal or principal's designee
- the student's parent
- the student's teacher(s) of the subject of the grade-advancement assessment(s) on which the student has failed to demonstrate proficiency

If a parent, guardian, or designee is unable to attend a meeting, the district may use other methods to ensure parent participation, including individual and conference telephone calls. The district may designate an individual to act on behalf of the student in place of a parent if no such person can be located. A surrogate parent named to act on behalf of a student with a disability shall be considered a parent for purposes of TEC §28.0211.

If the teacher is unavailable, the principal shall designate a certified professional educator who is most familiar with the student in the subject area to serve on the GPC.

The district may accept a parent’s written designation of another individual to serve on the GPC for all purposes. Parents may also have other individuals present to assist them in the decision-making process. Local policy for involvement of other members should be reviewed. The district may accept a parent’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.

For students receiving special education services, the ARD committee is responsible for determining grade placement and accelerated instruction. No GPC is convened. All accelerated instruction must be documented in the student’s IEP. For specific information about how the SSI grade-advancement requirements apply to students who are receiving special education services, refer to the “Requirements for Special Populations” section of this manual.

For an eligible EL who has not met the SSI grade-advancement requirement, the LPAC should make recommendations to the GPC. These recommendations should be recorded in the minutes of the GPC meeting. If an EL is also receiving special education services, the LPAC should make recommendations to the ARD committee, which is responsible for determining grade placement and accelerated instruction.

The GPC Meeting

The proposed date, time, and location of the GPC meeting should be included in the notification to parents. There should be an opportunity for the parent to participate in determining a convenient time for this meeting. Minutes of the GPC meeting should be taken and maintained in the student’s permanent record file, with a copy given to the parents. At this meeting, the GPC will establish that all required members are present, review accelerated instruction and assessment data, and make assessment decisions based on local policy. The GPC will complete the following:

- Review any waiver requests from the parent (refer to Parental Waiver below).
- Prescribe accelerated instruction for the student as required by TEC §28.0211.
- Mark the student’s report card with a designation, such as “promotion pending,” because the student has not fulfilled all requirements for promotion.

Parental Request for Waiver of Third Opportunity

19 TAC §101.2015 requires districts to establish a waiver process by which a parent may request that a student not participate in the third opportunity due to potential harm to the student. The waiver request must provide documentation of potential harm, student need, and other appropriate information. In making this decision, parents may consult with the other GPC members as they review the student’s options. A district may not initiate a waiver request.

If the district grants the parent’s waiver request, the student is automatically retained unless the parent appeals to the GPC. However, the GPC is still required to determine the appropriate accelerated instruction for the summer, and the student is still required to complete this accelerated instruction before he or she can be promoted to the next grade.

Once the student completes all mandated accelerated instruction, the GPC must reconvene to discuss any parental appeal of the automatic retention and to determine the AIP for the following school year (whether the student has been retained or promoted).

. . . District Checklist for the Second Administration of STAAR

- Administer the STAAR assessment(s) to eligible students—those who were not successful or did not receive a score on the first administration.
- Receive results within 10 working days of receipt of assessment materials by the testing contractor.
- Notify the principal within five working days of receipt of student assessment results. Upon receipt, the principal must notify the teacher and parents.
- Notify parents of GPC meeting.
- Document notification in the student's permanent record file.
- Consult with the LPAC for students with limited English proficiency who were not successful.
- Convene GPC with required members. (NOTE: An ARD committee is responsible for determining grade placement and accelerated instruction for students receiving special education services.)
 - Review membership.
 - Review accelerated instruction and assessment data.
 - Review waiver request, if applicable.
- Prescribe and implement accelerated instruction for students who were not successful.
- Ensure that instructional-group size requirements are met.
- Monitor and document student progress.
- Document that the student has completed all required accelerated instruction.

THIRD ADMINISTRATION OF STAAR

Student retakes the STAAR grade 5 mathematics and/or reading assessment.

Student retakes the STAAR grade 8 mathematics and/or reading assessment.

Students who are subject to the SSI requirements and who were not successful on the first or second administrations of the STAAR grade 5 or 8 mathematics or reading assessment should take the third administration of the STAAR assessments on the scheduled administration date. Schools should prepare for the administration by determining room locations and assigning test administrators, among other tasks. As explained previously, a parent may request that the student not participate in the third assessment opportunity due to potential harm to the student.

Make-up administrations for students who are absent on the day of the test are allowed during the third STAAR SSI administration. A student who is absent both for the third administration and during the make-up days will be automatically retained. The GPC is still required to determine the appropriate accelerated instruction for the summer, and the student is still required to complete this accelerated instruction before he or she can be promoted to or placed in the next grade. However, districts and charter schools may apply for a waiver to adjust the timeline for providing this accelerated instruction to students who fail the third administration of the test. Waiver information is available on the SSI webpage.

Once the student completes all mandated accelerated instruction, the GPC must reconvene to discuss any parental appeal of the automatic retention and to determine the AIP for the following school year (whether the student has been retained or promoted).

Results

By law, schools will receive results from the third administration of STAAR within 10 working days of receipt of the assessment materials by the testing contractor. When the results are received, students will be in one of two groups:

- those who were successful meeting the required score
- those who were not successful meeting the required score, were absent on the date of administration, or did not submit an assessment that could be scored

As with the first two administrations, students who were successful on STAAR have met the state-identified assessment criterion for promotion to the next grade; however, local districts may have additional requirements for promotion. Students must meet all local requirements for promotion in addition to being successful on STAAR. Students who are successful on a grade-advancement assessment but are retained due to local policy will be subject to all SSI grade-advancement requirements during the repeated school year.

Students who were not successful on any of the three opportunities of a STAAR SSI assessment have not met the state-identified assessment criterion for promotion to the next grade. At this point the student is **retained in the current grade (grade 5 or 8)** unless the parent appeals that decision. School personnel may not appeal this decision unless the parent has designated the remaining members of the GPC as the decision-making entity for all purposes. (Refer to Commissioner's Rules, 19 TAC §101.2007[b].)

Notification

Student is retained. Principal must notify parents that the child will be retained and give the parents written notice of their right to appeal.

The district must notify the campus principal within five working days of receipt of the assessment results. Upon receiving the results, the principal must notify parents that their child was not successful on the third administration of the STAAR assessment. The notice to parents must state that because the student was not successful on the assessment, the student is automatically retained in the current grade and the parent must appeal in order for the GPC to review the retention. **The parent must be given the opportunity to appeal the automatic retention.** The parent may appeal the retention by submitting a request to the GPC within five working days of receipt of the retention notification.

The notice to parents shall include a description of the purpose and responsibilities of the GPC and the time and place for the required GPC meeting. In addition, the school should inform parents that the student may not be promoted to the next grade unless he or she has participated in all required accelerated instruction. This notification should include that this instruction may require participation of the student before or after normal school hours or at times outside of the normal school year (e.g., before the school year begins). Each school district and charter school will be responsible for providing transportation to eligible students required to attend acceleration programs if these programs occur outside of regular school hours. If more than one parent has the authority to make educational decisions regarding the student, a good-faith effort must be made to notify both parents, but participation of one parent is sufficient. To the extent possible, all notifications should be in the language spoken most often in the home. Sample letters in English and Spanish are available online at <http://www.tea.texas.gov/student.assessment/ssi/>. A copy of this notification should be maintained in the student's permanent record file.

The proposed date, time, and location of the GPC meeting should be included in the notification to parents. There should be an opportunity for the parent to participate in determining a convenient time for this meeting. Minutes of the GPC meeting should be taken and maintained in the student's permanent record file, with a copy given to the parents.

If an appeal has been initiated by the parent, the GPC must complete the following:

- establishing that all required members are present;
- confirming that the student has participated in all accelerated instruction required before the third administration of the assessment;
- reviewing all facts and circumstances to determine whether the student should be retained or promoted. In making promotion decisions, the GPC is required to consider the recommendation of the student's teacher, the student's grades, the student's STAAR scores, and any other relevant academic information;
- prescribing the accelerated instruction the student must complete before being promoted to the next grade; and
- documenting the decision in accordance with district policy.

EL students will be reviewed in the same manner as with the first GPC meeting (i.e., the GPC will receive recommendations from the student's LPAC). For students receiving special education services, the ARD committee is responsible for determining grade placement and accelerated instruction. All accelerated instruction must be documented in the student's IEP.

According to TEC §28.0211(e), a student may be promoted only if the GPC decision is unanimous and if the student has completed all required accelerated instruction. However, in cases where both parents participate in the GPC decision-making process, if both school representatives agree to promote and if **either** parent agrees to promote, the child is promoted. The review and final decision of the GPC must be appropriately documented as meeting the standards adopted by the school board. The decision of the GPC is final and may not be appealed.

For every student who was not successful after the three assessment opportunities, the GPC must develop an Accelerated Instruction Plan (AIP), which the district must provide to the student during the next school year. The AIP must be designed to enable the student to perform at the appropriate grade level by the end of the next school year. The AIP must provide for interim progress reports to the student's parent and the opportunity for parent consultation with the teacher and/or principal as needed.

. . . District Checklist for the Third Administration of STAAR

- Administer the STAAR assessment(s) to eligible students.
- Receive results within 10 working days of receipt of assessment materials by the testing contractor.
- Notify the principal within five working days of receipt of student assessment results. Upon receipt, the principal must notify the teacher and parents.
- Notify parents of automatic retention, of the GPC meeting, and of the opportunity for parent appeal for a student who was not successful on any of the three opportunities.
- Consult with the LPAC for students with limited English proficiency who were not successful.
- Provide an opportunity for parent appeal.
- Document notification in the student's permanent record file.
- Convene GPC with required members. (NOTE: The ARD committee is responsible for determining grade placement and accelerated instruction for each student receiving special education services.)
 - Review membership.
 - Review accelerated instruction and assessment data.
 - Review appeal and vote on appeal of grade placement, if applicable.
- If the committee votes to promote, prescribe the accelerated instruction the student must complete before being promoted to the next grade.
- Required accelerated instruction must occur after each administration of the assessment, including the third administration. To assist districts and charter schools in meeting the accelerated instruction provision after the third administration of the assessment, TEA allows districts and charter schools to apply for an expedited waiver to adjust the timeline for providing accelerated instruction to students who fail the third administration. The waiver is granted if districts and charter schools meet certain conditions, which are specified below:
 - identifying the intensive instruction a student needs
 - targeting this intensive instruction to the STAAR reporting categories on which the student demonstrated weakness
 - ensuring that this intensive instruction is completed during the first six weeks of school
 - documenting that the student has completed this intensive instruction
- Document that the student has completed the prescribed accelerated instruction prior to promotion to the next grade.
- Develop and implement an AIP for the following school year for each student who was not successful, whether the student is retained or promoted.

SSI Topics

This section provides specific program information organized by subject matter. It includes the following subsections:

- Requirements for Special Populations
- Mobile and Migrant Students
- Accelerated Instruction
- The Grade Placement Committee
- Parent Notification
- Summer Accelerated Instruction and Assessment

REQUIREMENTS FOR SPECIAL POPULATIONS

Students Receiving Special Education Services

Students participating in STAAR Alternate 2 are not subject to SSI grade-advancement requirements.

Students receiving special education services who take STAAR are subject to SSI grade-advancement requirements. However, if a student who receives special education services was not successful on a state assessment, the ARD committee will make all decisions involving accelerated instruction, retesting, and promotion. No GPC is convened.

The role of the ARD committee in making decisions about students subject to SSI grade-advancement requirements is described in TEC §28.0211(i) and (i-1) and in 19 TAC §101.2003(d). Thus, a student receiving special education services enrolled in grade 5 or 8 who does not perform satisfactorily on the mathematics and reading assessment instruments is subject to SSI grade-advancement requirements.

According to TEC §28.0211(i-2), no later than September 1 of each school year, a school district must notify the parent or person standing in parental relation to a student enrolled in the district's special education program of the options of the ARD committee for students who fail to perform satisfactorily on the grades 5 and 8 mathematics and reading assessments.

Districts are encouraged to carefully weigh the individual needs of students with disabilities as they consider decisions pertaining to the procedures outlined in this manual. For the students described above, an ARD committee must make decisions regarding appropriate assessment, accelerated instruction, and grade placement based on a student's individual educational needs.

The information in the following chart provides a general description of how the SSI grade-advancement requirements affect students receiving special education services who take the STAAR grade 5 or 8 assessments.

SSI Grade-Advancement Requirements for Students Receiving Special Education Services Taking STAAR

Student takes STAAR for the FIRST time.	
(If the student is absent for the first administration of STAAR, then he or she will participate in the second administration. This will be his or her FIRST time to take STAAR.)	
PASS	FAIL
The ARD committee considers the student's IEP and local policy when determining grade advancement.	According to TEC §28.0211 (i) and (i-1), an ARD committee meeting* MUST be held before the student is administered STAAR for the second time. The ARD committee MUST determine 1) how the student will participate in accelerated instruction and 2) whether the student will be promoted or retained based upon the ARD committee determination that the student has made sufficient progress in the measurable academic goals in the student's IEP. If promoted, retesting is not required.
ARD committee determines that a student takes a RETEST of STAAR.	
PASS	FAIL
The ARD committee considers the student's IEP and local policy when determining grade advancement.	If the student retests in a subsequent administration of STAAR and was not successful, then the ARD committee must determine additional accelerated instruction and whether the student will retest (if applicable). The student's IEP can be modified in an ARD committee meeting or through an agreement to amend the IEP. These decisions must follow the general rules governing ARD committee decision-making as set forth in 19 TAC, Chapter 89, Subchapter AA.

* IDEA allows that “When conducting [ARD committee] meetings . . . the parent of a child with a disability and a public agency may agree to use alternative means of meeting participation, such as video conferences and conference calls” (34 CFR §300.328). However, for the purposes of TEC §28.0211(i) and (i-1), a meeting does not include an agreement to amend the IEP as outlined in 34 CFR §300.324(a)(4) and (6).

Guidance Related to an Agreement to Amend an IEP

The following is an excerpt from the federal Individuals with Disabilities Education Improvement Act of 2004 (IDEA) regulations and may be used as guidance in determining when an ARD committee needs to convene to make decisions required by the SSI. Eligibility determinations, changes of placement, and manifestation determination reviews may not be conducted through the amendment without a meeting process. In addition, TEC §28.0211 (i) and (i-1) require an ARD committee to meet for a student who has not performed successfully on STAAR before the student is administered STAAR for the second time. During the meeting, the ARD committee must determine how the student will participate in accelerated instruction and whether the student will be promoted or retained. These determinations may not be conducted through the amendment process. For questions related to this law, contact the TEA Division of Special Populations at 512-463-9414.

34 CFR, Sec. 300.324 Development, review, and revision of IEP (excerpt).

(a) Development of IEP.

(4) Agreement. (i) In making changes to a child's IEP after the annual IEP Team meeting for a school year, the parent of a child with a disability and the public agency may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP.

(ii) If changes are made to the child's IEP in accordance with paragraph (a)(4)(i) of this section, the public agency must ensure that the child's IEP Team is informed of those changes.

(5) Consolidation of IEP Team meetings. To the extent possible, the public agency must encourage the consolidation of reevaluation meetings for the child and other IEP Team meetings for the child.

(6) Amendments. Changes to the IEP may be made either by the entire IEP Team at an IEP Team meeting, or as provided in paragraph (a)(4) of this section, by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.

Students with Dyslexia or Related Disorders

SSI grade-advancement requirements apply to students who do not receive special education services but have dyslexia or related disorders. Refer to the flowchart in the "SSI Activities Guide" section of this manual. Districts should carefully review all information relating to allowable and nonallowable accessibility features for STAAR to ensure that students with dyslexia or related disorders receive appropriate accommodations when taking a state assessment.

TEC §28.021 (b), Student Advancement, requires that districts consider students' potential for achievement or proficiency in the addressed subjects when making assessment decisions about students with dyslexia.

The GPC must ensure that accelerated instruction and promotion decisions are made on an individual basis. Upon a parent's appeal of the automatic retention due to a child's failure to pass a required assessment under the SSI, the GPC is required to look at all facts and circumstances regarding the student's grade-level academic achievement and progress. Dyslexia should be considered in this review as well as in the development of the AIP for the next school year.

English Learners (ELs)

LPACs are responsible for determining the appropriate assessments for ELs in accordance with the policies and procedures delineated in the STAAR Decision-Making Resources for LPACs, which can be found on the LPAC Resources webpage. ELs, except for those who qualify for special provisions as an unschooled asylee/refugee, are subject to all SSI grade-advancement requirements in grades 5 and 8. Refer to the flowchart in the “SSI Activities Guide” section of this manual.

ELs who qualify as unschooled asylee/refugees in their first year in U.S. schools may be granted an exemption from testing by the LPAC. ELs in these situations are not subject to SSI grade-advancement requirements in the content areas for which the LPAC has determined that they are exempt from testing. See the LPAC Resources webpage for specific information regarding these exemptions. ELs who qualify as unschooled asylee/refugees with two or more years in U.S. schools, or who are not granted an exemption from testing by the LPAC in their first year in U.S. schools, are subject to all SSI grade-advancement requirements.

Under the SSI grade-advancement requirements, a GPC is formed if an eligible student was not successful after two SSI assessment opportunities. When a GPC convenes for an EL who has not passed the required state assessment, the commissioner’s rules specify that the GPC make its decisions in consultation with a member of the student’s LPAC. After consultation, the GPC will prescribe accelerated instruction and review parental waiver requests (if applicable), as stated in this manual.

If an EL was not successful on the third administration of an assessment required under the SSI, the student is automatically retained. The GPC, after consulting with a member of the student’s LPAC, will determine an AIP for the upcoming school year and make promotion decisions if the student’s parent has appealed the automatic retention. The GPC may consider the LPAC member’s advice regarding promotion or retention, but the decision to promote must be made by a unanimous decision of the GPC members (the principal or principal’s designee, the teacher in the subject area failed, and the parent). Additionally, the student may not be promoted to the next grade unless he or she has participated in all required accelerated instruction.

ELs Receiving Special Education Services

For ELs who are receiving special education services, the ARD committee in conjunction with the LPAC makes the final decisions about assessment and grade placement so that issues related to both the student’s disability and language proficiency are carefully considered.

MOBILE AND MIGRANT STUDENTS

Mobile Students

Student mobility within and across school districts is a significant challenge to effective implementation of the SSI grade-advancement requirements. Continuity in understanding and addressing a student's needs for grade-level academic achievement requires effective coordination and communication across schools and districts. Schools must ensure sufficient documentation of student progress with regard to SSI grade advancement, including accelerated instruction, assessment history, and GPC minutes, as well as any other pertinent documentation.

According to 19 TAC §101.2003, any student who is enrolled at the time of a STAAR assessment is required to take the assessment. There is no minimum period of enrollment before administering the assessments. Under 19 TAC §101.2003(b), an eligible student who enrolls in a school district or charter school on any day between January 1, 2020, and the scheduled date of the first administration of the grade-advancement assessment is subject to all SSI grade-advancement requirements, including automatic retention. An eligible student who enrolls after the date of the first administration of the grade-advancement assessment is not subject to the automatic retention requirement but must be assessed and be given access to required accelerated instruction.

When a student moves from one Texas public school district to another after the first or second administration of an assessment required under the SSI, the receiving district is responsible for reviewing the student's records and, if applicable, providing appropriate accelerated instruction and additional assessment opportunities as required by the law. The receiving district must coordinate with the previous district in regard to assessment history and accelerated instruction.

A student who has transferred from another state or a private/home school and who enrolls in a Texas public school after the first administration of a SSI assessment but prior to the second or third administration is required to be assessed on the next scheduled administration date and is subject to all SSI grade-advancement requirements except the automatic retention component.

Students who transfer directly from one Texas public school district or charter school to another in a SSI year are subject to all SSI grade-advancement requirements. This includes students who transfer between grades. If the student has not met the SSI grade-advancement requirements for the previous school year, the receiving school must review the student's assessment and accelerated instruction history and provide additional accelerated instruction and a GPC, as needed. Receiving districts can disagree with the GPC decisions from the student's previous district because the district where the student is currently enrolled is responsible for the student.

Out-of-state or private/home-school students who enroll after the completion of an SSI school year are not subject to the requirements of the SSI for that school year. When a student has been promoted in another state or in a nonpublic school before enrolling in a Texas public school, a GPC does not have any mandated responsibility to determine the grade placement of the student. Districts must continue to decide on these grade placements as a local responsibility. Based on local policy, the district may choose to honor or to reject the placement decision of the other state or nonpublic school with or without the administration of an assessment to make the placement decision.

Migrant Students

Students identified as migrant are required to be assessed if they are enrolled during the time of assessment, with the exception of certain qualifying unschooled asylee/refugee ELs. A migrant student who withdraws from a Texas public school during the school year of a grade-advancement assessment is not subject to SSI grade-advancement requirements unless the student re-enrolls during that school year and meets other eligibility requirements. Moreover, according to 19 TAC §101.2007(h), any student who has been promoted upon completion of a school year in another state (or in a nonpublic school) may be enrolled in that grade without regard to his or her being successful on an SSI assessment. This rule applies to many migrant students.

An eligible student who enrolls in a school district or charter school on any day between January 1, 2020, and the scheduled date of the first administration of the grade-advancement assessment is subject to all SSI grade-advancement requirements, including automatic retention. An eligible student who enrolls after the date of the first administration of the grade-advancement assessment is not subject to the automatic retention requirement but must be assessed and be given access to required accelerated instruction.

Migrant students who do not pass the first two administrations of a SSI assessment and who will be in another state for the third administration will be able to meet assessment requirements through STAAR. During the summer, migrant students can take STAAR at a receiving-state site under the oversight of the Texas Migrant Interstate Program (TMIP). Migrant students who are in the state but residing away from their home district for the summer administration may register for the assessment in or near the district where they are residing during the summer. Refer to the “Summer Accelerated Instruction and Assessment” section of this manual.

Informed and continuous communication among all parties involved is critical to the migrant student’s academic success. Districts and GPCs may wish to keep in contact with migrant service coordinators to effectively communicate and address migrant students’ needs.

ACCELERATED INSTRUCTION

Policy Requirements

TEC §28.0211(a-1) requires accelerated instruction be provided to a student in the applicable subject whenever the student was not successful on a state assessment for grades 3–8. The type of accelerated instruction is a local decision that should be based on individual student needs. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations. Each school district and charter school will be responsible for providing transportation to eligible students required to attend acceleration programs if these programs occur outside of regular school hours. Accelerated instruction is subject to state compulsory attendance laws as specified by TEC §25.085(d)(3), which requires a student enrolled in a school district to participate in “an accelerated instruction program to which the student is assigned under Section 28.0211.”

According to TEC §28.0211(c) and 19 TAC §101.2006(e)(1), a 10:1 (or lower) student-to-teacher ratio is required when providing accelerated instruction in a pull-out group. This applies to any period of time in which accelerated instruction is being provided in response to the requirements stated in TEC §28.0211, including summer school. The ratio is not applicable for the student’s entire instructional day. The 10:1 ratio applies only to students receiving accelerated instruction as a result of not meeting the passing standard on the mathematics or reading assessment in grade 5 or 8.

When a student was not successful or was absent for the first opportunity of a grade-advancement assessment, the district must provide accelerated instruction before the next assessment opportunity. For students who are absent for an assessment required by the SSI, the district may choose to administer a local or other diagnostic assessment to determine accelerated instruction needs.

If a student was not successful or was absent for two opportunities of a grade-advancement assessment, the GPC is required to meet and prescribe accelerated instruction for the student. The GPC should be specific about the accelerated instruction the student will receive before the third administration, including summer AIPs. However, the GPC may be flexible in prescribing accelerated instruction to meet the needs of students with special summer circumstances. Refer to the “Summer Accelerated Instruction and Assessment” section of this manual.

The law requires the GPC to meet and create an AIP for the next school year for each student who was not successful after three assessment opportunities of a grade-advancement assessment, whether the student is retained or promoted by the GPC. This AIP must be designed to enable the student to perform at the appropriate grade level by the conclusion of the next school year. During the school year, the student should be monitored to ensure that he or she is making progress toward this goal. The district should provide interim progress reports to the parent as well as the opportunity for parent consultation with the teacher and/or principal as needed.

If a parental waiver request has been granted for the third assessment opportunity due to potential harm to the student, the student must still participate in all accelerated instruction required by the GPC before he or she can be placed in or promoted to the next grade. The accelerated instruction should be designed to address the instructional needs of each individual student.

Designing Accelerated Instruction and AIPs Required for a Grade-Advancement Assessment

Accelerated instruction should begin as soon as possible after a district has been notified that a student was not successful on a grade-advancement assessment. Instruction should continue until the next scheduled assessment opportunity. Students in grade 5 or 8 who are identified as being at risk of not passing a STAAR SSI assessment should receive accelerated instruction throughout the school year, plus further accelerated instruction after each assessment opportunity on which they are unsuccessful. It is important to note that this instruction should build on any accelerated instruction the student has received prior to STAAR.

Neither the law nor the rules specify the amount of time to be provided for the accelerated instruction. To support the SSI grade-advancement requirements, the law and the commissioner's rules provide districts and charter schools with flexibility to determine on an individual student basis the appropriate form, content, and timing of the accelerated instruction. The policy governing accelerated instruction is intended to allow districts flexibility to meet individual student needs. Although students' instructional needs may vary, all students deserve qualified professional delivery of instruction by highly trained educators. Therefore, a component of the SSI is training for classroom teachers in frequent and ongoing assessment and instructional strategies to meet the full spectrum of student needs. The coordination of regular instruction and accelerated instruction both before and after the STAAR administrations is strongly recommended.

Teachers who provide accelerated mathematics instruction should have full state certification in the mathematics grade. Teachers who provide accelerated reading instruction should have full state certification in the reading grade.

In designing an AIP, the GPC should use a student's STAAR results and other performance data, such as previous diagnostic tests, classroom assessments, grades, teacher observation, and academic progress reports, to build a program that enhances the instruction the student has already received in the Texas Essential Knowledge and Skills (TEKS). In addition, a district should employ best instructional practices as identified through current scientific research. A district may obtain and implement these practices with technical assistance from regional education service centers (ESCs).

Identifying At-Risk Students

School personnel should use results from previous STAAR assessments and other diagnostic tools as the primary criteria for identifying students who are struggling in reading. The Texas Middle School Fluency Assessment (TMSFA) on the Texas Gateway (<http://www.texasgateway.org>) is available to help identify students at risk in reading. Additional considerations may include performance on district-created progress-monitoring tools, classroom assessments, teacher observation, progress reports, and report cards.

Accelerated Instruction

Districts may find additional support in addressing the needs of a diverse student population by attending professional development (PD) training at each of the regional ESCs or by completing online PD courses offered through the Texas Gateway at <http://www.texasgateway.org>. TEKS-based training is currently available for K–12 educators in the four core content areas—English language arts and reading, mathematics, science, and social studies—and all TEKS-based training addresses differentiated instruction.

Mathematics Instruction

Resources and information for teachers who work with students identified as being at risk in mathematics may be accessed through the Curriculum Standards and Student Support Division's mathematics webpage at http://tea.texas.gov/Academics/Subject_Areas/Mathematics/Mathematics/. These materials will assist teachers in implementing TEKS-based instruction in mathematics. State-developed interim assessments that align with the mathematics TEKS are available at no cost to districts and charter schools. These assessments in grades 3–8 mathematics, Spanish grades 3–5 mathematics, and Algebra I are available through the STAAR Online Testing Platform for the 2019–2020 school year. Information and resources regarding this assessment tool are available at <https://tea.texas.gov/student.assessment/IA/>. The Texas: Algebra Ready (TXAR) initiative exists to increase the preparedness of students to be successful and pass assessments in algebra. This initiative provides districts with free access to the Elementary Students in Texas: Algebra Ready (ESTAR) and Middle School Students in Texas: Algebra Ready (MSTAR) Universal Screeners and Diagnostic Assessments, which are formative assessment systems administered to students in grades 2–8 to support instructional decisions. The content of the ESTAR and MSTAR Universal Screeners is based on algebra-readiness skills as identified in the Texas Response to Curriculum Focal Points. Results can help teachers identify students who are in need of additional instructional support in their development of knowledge and skills that relate directly to algebra readiness. The ESTAR and MSTAR Diagnostic Assessments, designed to follow the ESTAR and MSTAR Universal Screeners, are administered to identify why students are struggling with algebra-related core instruction and to provide information that can be used to plan supplemental instruction. Online professional development modules are available to assist teachers and administrators with the ESTAR and MSTAR assessment system. In addition to the TXAR PD opportunities, K–12 teachers may participate in online modules for the mathematics TEKS. All of the mathematics professional development modules are located both on the Texas Math Support Center a <http://www.texasmathsupportcenter.org> and the Texas Gateway at <http://www.texasgateway.org>. Additional online resources include Supporting Information documents, Texas Response to Curriculum Focal Points (TxRCFP), Vertical Alignment Charts, and the Interactive Mathematics Glossary. These resources are also available on the Texas Gateway.

Reading Instruction

Resources and information for teachers who work with students identified as being at risk in reading may be accessed through the Curriculum Standards and Student Support Division's language arts and reading webpage at http://tea.texas.gov/Academics/Subject_Areas/English_Language_Arts_and_Reading/English_Language_Arts_and_Reading/. Resources to assist with identifying dyslexia and providing services to students with dyslexia are available at <http://www.tea.texas.gov/academics/dyslexia>. English language arts, mathematics, science, and social studies teachers in grades 6–8 have access to the Texas Adolescent Literacy Academies (TALA). The Tier I academy provides professional development in scientifically based reading instruction (SBRI) for all adolescent readers. The Tiers II and III academies (designed specifically for ELA teachers) provide instructions on how to administer the Texas Middle School Fluency Assessment (TMSFA), how to interpret results of the TMSFA, and how to provide appropriate reading interventions for struggling adolescent readers. The Tiers I, II, and III academies are available in face-to-face and online formats. Information about the academies is available through all regional ESCs. Information about the online courses is also available through the Texas Gateway at <http://www.texasgateway.org>. State-developed interim assessments that align with the current language arts and reading TEKS are available at no cost to districts and charter schools. These assessments in grades 3–8 reading, Spanish grades 3–5 reading, English I, and English II are available through the STAAR Online Testing Platform for the 2019–2020 school year. Information and resources regarding this assessment tool are available at <https://tea.texas.gov/student.assessment/IA/>.

THE GRADE PLACEMENT COMMITTEE (GPC)

Purpose of the GPC

A school district must establish a GPC for each student who does not demonstrate proficiency on the second administration of STAAR. Each student's GPC will

- determine appropriate accelerated instruction that the district must provide the student before the third administration;
- consider all facts and circumstances if a parent appeals the automatic retention of a student who does not demonstrate proficiency after three assessment opportunities. The GPC may promote the student if it determines, by unanimous decision and in accordance with local board policy and the criteria under TEC §28.021(c), that the student has completed all required accelerated instruction and is likely to perform satisfactorily at the next grade given additional accelerated instruction;
- if the GPC votes to promote, prescribe the accelerated instruction the student must complete before being placed in or promoted to the next grade; and
- develop a plan for the accelerated instruction the student shall receive during the next school year, regardless of whether the student is retained or promoted.

The superintendent of each school district or chief administrative officer of each charter school is responsible for establishing local procedures for the convening of a GPC. Additionally, local school boards have the authority to establish further GPC policies beyond those required in the rules. The district has authority to determine “the time and place for convening” the GPC under TEC §28.0211(c).

The GPC for Special Populations

For students receiving special education services, the ARD committee is responsible for determining accelerated instruction and making promotion decisions. For ELs, the GPC makes decisions in consultation with a member of the student's LPAC. If an EL is receiving special education services, the ARD committee must make assessment-related decisions in conjunction with the LPAC to ensure that issues related to the student's language proficiency are duly considered.

Required Members of the GPC

The GPC consists of the principal or principal's designee, the teacher of the subject-area assessment not passed by the student, and the student's parent. The intent of the law governing SSI grade-advancement requirements is that the GPC meet with all its members in attendance. Ideally, the GPC consists of the primary members listed above. However, the commissioner's rules provide for specific alternatives in the event that any one of the members is unable or unavailable to meet. (Refer to 19 TAC §101.2007.)

With regard to the principal:

The law allows for the principal to appoint a designee to serve on the GPC in his or her place. The intent of this provision is to enable the GPC to function most effectively in the interest of the student. Principals are encouraged but not required to make decisions regarding designees as early as possible and to inform parents of the decision.

With regard to the teacher:

TEC §28.0211(c) requires that the teacher of the subject-area assessment not passed by the student be a member of the GPC. Therefore, the law intends for the GPC to include the teacher assigned to this student for that subject if at all possible. In the case where the original teacher is no longer a district employee, the teacher serving on the GPC may be someone other than the original classroom teacher. In addition, the teacher most familiar with the student's performance in the subject of the assessment on which the student failed to perform satisfactorily may have changed since the previous administration of STAAR. For example, the teacher in a summer program may be determined to be more familiar with the student's progress in the applicable subject than the classroom teacher. In either case, the teacher most familiar with the student in the applicable subject area should serve on the GPC.

The commissioner's rules also state that when the student's teacher is unavailable, the principal shall designate a certified professional educator who is most familiar with the student in the applicable subject area to serve on the GPC. (Refer to 19 TAC §101.2007[b].) The term "unavailable" in this rule is understood to apply to exceptional circumstances such as extended illness, leave of absence, or change in employment. It should be emphasized that this rule authorizes a district to switch personnel **only** when necessary to ensure that the student has the GPC to which he or she is entitled under the statute.

With regard to the parent:

The rules provide several options to ensure that the parent is represented on the GPC in the event that he or she is unable or unavailable to serve on the GPC. (Refer to 19 TAC §101.2007[b].) The parent has the option to designate another individual to serve on the GPC for all purposes; this designation must be provided in writing to the district. The parent also may waive participation in the GPC and designate the remaining members of the GPC as the decision-making entity for all purposes. The principal may designate an individual to fulfill the parent's role if a parent cannot be located. Additionally, a surrogate parent named to act on behalf of a student with a disability shall be considered a parent for purposes of TEC §28.0211.

The district shall make a good-faith effort to notify a parent about the GPC meeting. There may be circumstances, however, when a parent cannot physically be present to attend the GPC meeting but wants to retain the right to participate. The rules provide that if a parent or designee is unable to attend a meeting, the district may use other methods to ensure parent participation, including individual and conference telephone calls. This rule does not, however, authorize the district to arbitrarily decide not to meet. Instead, it directs the district to accomplish the purpose and intent of the statute—to have the committee meet and address the needs of the student—even though the parent cannot attend.

If a parent is unavailable and no designee has been named, the remaining members of the GPC must convene as required and take any actions required; however, the GPC **may not** agree to promote a student unless a parent or designee has appealed or has waived his or her rights to the remaining members of the GPC. (Refer to 19 TAC §101.2007[b] and [b][2].) A district may allow an appeal to be filed in writing by the parent in lieu of attendance at the GPC.

If more than one parent has the authority to make educational decisions regarding the student, both may serve on the GPC, but participation of only one parent is sufficient. If both parents 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).

Required GPC Meetings

The law and rules specify a minimum number of GPC meetings that must occur at specific times during the school year in accordance with accelerated instruction and retesting opportunities. The GPC is first established and required to meet after a student was not successful on or was absent from the second administration of a grade-advancement assessment. At this first meeting the GPC is responsible for prescribing accelerated instruction designed to meet the student's needs prior to the third assessment opportunity. The GPC should also consider and decide on any waiver requests from parents for the third administration.

The GPC is also required to meet after a student was not successful, was absent, or has been waived from the third administration of the grade-advancement assessment (resulting in the automatic retention of the student). At this meeting, the GPC is responsible for determining whether the student should be promoted or retained. If the committee votes to promote the student, it must prescribe the accelerated instruction the student must complete before being placed in or promoted to the next grade. Whether the student is retained or promoted, the GPC must also develop an AIP for the student.

In addition to the required minimum number of meetings set by state law and rules, districts have the authority to establish further GPC policies or procedures.

Parental Request for Waiver of Third Administration

The commissioner's rules (19 TAC §101.2015) require districts to establish a waiver process by which a parent may request that a student not participate in the third administration of an assessment due to potential harm to the student. The provision of this waiver is intended to provide flexibility for a parent in making appropriate decisions in the best interest of the child. If the district procedure for granting waivers allows, the waiver decision can be made in consultation with the GPC. A student must still participate in the accelerated instruction determined by the GPC, even if the third assessment opportunity is waived.

The waiver request must provide documentation of potential harm, student need, and other appropriate information. Because this is a waiver for the third and final assessment opportunity, the student would be automatically retained if the district grants the waiver, as would any other student who was not successful in the applicable subject on any of the three assessment opportunities. The parent must initiate an appeal of the automatic retention in order for the GPC to review whether to promote the student. The GPC would then review the question of retention or promotion and also determine the appropriate AIP for the next school year, regardless of whether the student is promoted or retained. In addition, the GPC must ensure that all required accelerated instruction has been completed before the student can be placed in or promoted to the next grade.

Parental Appeal of an Automatic Retention

If a student is automatically retained, the parent must be notified of his or her right to appeal the retention. The parent may appeal the retention by submitting a request to the GPC within five working days of receipt of the retention notification. If an appeal has been initiated by the parent, the GPC must complete the following:

- Review all facts and circumstances, in accordance with standards adopted by the local school board, regarding whether the student, given additional accelerated instruction, is likely to perform on grade level during the next school year. These standards may include but are not limited to the following:
 - evidence of satisfactory student academic performance, including grades, portfolios, work samples, local assessments, and individual reading diagnostic tests or inventories
 - improvement in student assessment performance over the three assessment opportunities
 - extenuating circumstances that have adversely affected student participation in the required assessments
 - consideration of whether a student was not enrolled in a Texas public school for part of the school year
- Determine the grade placement of the student. Under TEC §28.0211, a student may be promoted only if he or she has completed all required accelerated instruction and the GPC decision is unanimous. (Refer to TEC §28.0211 [a–2] and [e].) The review and decision of the GPC must be appropriately documented as meeting the standards adopted by the school board. In addition, under TEC §28.021(c), evidence supporting the GPC’s decision to promote a student must include the recommendation of the student’s teacher(s), the student’s grade in the subject(s) or course(s), the student’s assessment scores, and any other relevant academic information.
- Document the decision in accordance with local policy.
- Determine an AIP, whether the student is promoted or retained.

This review may take place during the second required GPC meeting or at an additional meeting or meetings.

The decision of the GPC is final and may not be appealed.

Student Retention

State law requires that student advancement be based on proficiency in the state-mandated curriculum. TEC §28.021, Student Advancement, states, “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.” The agency reiterates that the SSI supports on-grade-level academic achievement in the state-mandated curriculum. Two specific provisions of the SSI grade-advancement rules are intended to address the concerns of multiple-year retention—19 TAC §101.2019(a), which provides that a student retained at grade 8 may earn course credit for high school graduation, and 19 TAC §101.2019(b), which allows local policy to provide for the placement of retained students in an age-appropriate learning environment.

While TEC §28.0211 established statewide grade-advancement requirements, districts may establish local standards as long as these standards do not conflict with the state requirements. A student who meets the requirements of SSI grade advancement is still subject to local policy relating to grade advancement.

Students who were successful on a grade-advancement assessment but are retained due to local policy will be subject to all grade-advancement requirements during the repeated school year.

PARENT NOTIFICATION

Districts must inform the parents of every child about the overall requirements of the law regarding the SSI grade advancement. 19 TAC §101.2009 states:

In order to provide timely and full notification of assessment requirements for advancement at certain grades, the superintendent of each school district and chief administrative officer of each charter school shall be responsible for

1. notifying each student and his or her parent in writing no later than the beginning of the student's first-grade year or no later than the beginning of the student's kindergarten year, for students attending kindergarten in a public school, of the assessment and accelerated instruction requirements for grade advancement as specified in the TEC §28.0211;
2. notifying each student in grades 1–8 who is new to the school district or charter school and his or her parent in writing of the assessment and accelerated instruction requirements for grade advancement; and
3. notifying each student required to take the grade-advancement assessment of the dates, times, and locations of testing.

Parents should also be notified at the beginning of a grade-advancement year. To assist with this notification, the agency has developed a brochure, *Prepare for Success—A Parent Guide to the Student Success Initiative at Grades 5 and 8*. This brochure is available online at <http://www.tea.texas.gov/student.assessment/ssi/> and has been sent to districts for distribution.

Early Notification for At-Risk Students

Parents whose children may be at risk for reading failure based on the results of the early reading instruments given in K–2 must be notified under the SSI as mandated by TEC §28.006. TEC §28.006(g) requires schools to notify parents of all K–2 students of the early reading instrument results and to notify the parents of K–2 students identified as being at risk for reading difficulties, including dyslexia, about placement in an accelerated reading program.

The commissioner's rules also address early notification. This notification applies to students entering grades 5 and 8. 19 TAC §101.2009(b), Notice to Parents, requires school districts to provide early notice to parents of students identified to be at risk of failure on the first administration of a reading assessment in an SSI grade. The district must provide this notice before the end of the school year preceding the grade-advancement requirements, and the superintendent must establish the instruments/procedures used to identify students at risk of failing a SSI assessment. The notice to parent must also include accelerated instruction participation requirements.

Parent Notification

Districts must inform the parents of every child about the grade advancement requirements of the law at the beginning of the school year (19 TAC §101.2009).

To assist with this notification, the agency has developed a brochure, *Prepare for Success—A Parent Guide to the Student Success Initiative at Grades 5 and 8*. This brochure is available online at <http://www.tea.texas.gov/student.assessment/ssi/> and has been sent to districts for distribution.

Districts must also provide early notice to parents of students identified in a preceding grade to be at risk of failure on the first administration of the assessment required for grade advancement. This notice shall include accelerated instruction participation requirements and be provided before the end of the school year preceding the grade advancement requirements.

Districts must establish procedures to notify the parent of a student who has failed to demonstrate proficiency on the administration of a grade advancement assessment. This notice must include the student's assessment results, a description of the grade advancement requirements, the required accelerated instruction to which the student has been assigned under 19 TAC §101.2006, and the possibility that the student might be retained at the same grade level for the next school year. In addition, the notice should encourage parents to meet immediately with the student's teacher to outline mutual responsibilities to support the student during accelerated instruction.

Sample Notification Forms and Letters

Sample letters that districts may use to meet parental notification requirements about grade-advancement requirements are available online at <http://www.tea.texas.gov/student.assessment/ssi/>. These materials cover the scope of required notices and forms related to the grade-advancement requirements in a format that facilitates downloading and editing for local use. The materials are provided in both English and Spanish to help districts meet the requirement of a good-faith effort to provide parent notifications in the parent's native language. A number of optional forms are also provided.

The SSI Activities Timeline includes a listing of the sample forms for required and optional notification organized by SSI activity and date.

SUMMER ACCELERATED INSTRUCTION AND ASSESSMENT

If a student was not successful after two assessment opportunities required under the SSI, the GPC meets and prescribes the accelerated instruction to be offered before the next assessment opportunity. The accelerated instruction should be designed to meet the student's academic needs. Because the GPC is allowed flexibility in prescribing the accelerated instruction, the committee should make an effort to accommodate the needs of individual students and parents who may have special circumstances that affect a child's ability to attend an established summer program in the district. However, the district statutorily has the ability to require the student to participate in accelerated instruction before or after normal school hours, which may include participation at times of the year outside normal school operations.

Accelerated instruction is subject to state compulsory attendance laws as specified by TEC §25.085(d) (3), which refers to "an accelerated instruction program to which the student is assigned under Section 28.0211." This would apply to a summer school program that has been prescribed by the GPC.

Summer Out-of-District Accelerated Instruction

19 TAC §101.2006(c) addresses students who will be residing outside their home district during the summer. A student who was not successful on the first two administrations of a SSI assessment and who will be residing away from his or her home district may participate in any established, on-campus accelerated instruction program in the local district where he or she will be living for the summer. The district must accommodate the request of an out-of-district student to participate in its accelerated instruction program provided the program meets the needs of that student as prescribed by the student's GPC. The student's home district should contact the receiving district to ensure that the accelerated instruction is appropriate and has been completed. The two districts should enact a reciprocal agreement to ensure that all relevant information about the student is communicated.

When a district is receiving a student from out-of-district, the district is not required to schedule an additional class in cases where the out-of-district student increases the student-to-teacher ratio above 10:1 for accelerated instruction. In this situation, the district should include the out-of-district student in the existing class and request a waiver from TEA to allow for the additional student. Because the district is not required to set up an additional class or provide additional instructors for out-of-district students, the cost of adding a student should be minimal.

Summer Out-of-District Administrations

In addition to attending out-of-district accelerated instruction programs, students who need to take the third administration of a SSI grade-advancement assessment out-of-district may do so in the local district where they will be living for the summer. The district must accommodate the request of an out-of-district student to participate in the third administration, provided the district is scheduled to administer a SSI assessment to local students and the out-of-district student has registered in advance to take the assessment. To register a student for an out-of-district assessment, the home district must complete a registration form by a specified deadline. The form may be accessed online during the registration period at <https://texastests.com/forms/student-reg-eoc/?regType=5and8/>. Testing districts will receive precoded answer documents for these students, packaged separately but in the same shipment as their regular precoded answer documents for each campus. A district may choose to assess walk-in students or out-of-district students who register after this deadline, but the district is not required to do so. Districts may either register these students to test online or they will need to hand-grid an answer document for each student.