



Academic Readiness Framework - EIE Local

April 6, 2026

EIE Local Revision

Curriculum Mastery	Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.
Students Receiving Special Education Services	Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]
Standards for Mastery	In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows: <ol style="list-style-type: none">1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.
Grades 1–5	In grades 1–5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics.
Grades 6–8	In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 or above on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) in language arts, mathematics, science, and social studies and a grade of 70 or above in language arts and mathematics.
Grades 9–12	Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

Practices & Policy Alignment

Academic Readiness - Are students ready for the next grade level?

Purpose:

- Implement consistent, policy-aligned decisions
- Clarify data-driven processes
- Address learning gaps early and intentionally
- Prioritize readiness vs. promotion
- Address chronic absenteeism that impacts learning

Aligning Practice to Policy

In the past:

- Peer-group progression; Grade-level sequence
- End-of-year decision making

Moving forward:

- Clear readiness criteria - emphasis on literacy and numeracy
- Early identification and intervention
- Ongoing data review cycles
- Communication with parents/guardians

Ongoing data review cycles:

- Progress monitor student outcomes for clear readiness criteria
- Use multiple data points to guide interventions and academic readiness recommendations

Whole Child Approach

We will consider:

- Age & developmental readiness (birth month)
- Grade-level academic readiness
- Learning gaps and their causes

No single data point determines academic readiness

Compulsory Attendance

Students must be in attendance (2026-2027):

- At Least 90%:
 - Approximately 9 absences per semester
- Not Less than 75%:
 - Approximately 21 absences per semester
- If Between 90% and 75% - Principal Plan is allowed to make up attendance requirements

Campus Attendance Committee:

- The principal or the principal's designee;
- The student's parent or guardian;
- Review the student's attendance and discuss eligibility for the Principal Plan.

Next Steps

Campus review of Academic Readiness:

- Academic & attendance indicators

Best Practice

- The principal and teacher will meet with the parent to discuss the reasons for retention.



Thank You