

**ACADEMIC ACHIEVEMENT:
PROMOTION, RETENTION, AND PLACEMENT
EIE (REGULATION)**

RETENTION OF STUDENTS PROCEDURES

The administrative procedures for retention of students are as follows:

1. The decision making process for possible retention of a student should begin when it becomes apparent that the student is consistently experiencing academic difficulty.
2. Conferences and communication with parents relative to the school's concerns over the lack of progress of a student should begin immediately. The following steps will be followed:
 - a. The parents or guardians will be called to a conference to inform them of the fact that their child is not progressing satisfactorily. The principal, teachers, and parents should be involved in this conference.
 - b. Each six weeks following the initial conference, the teacher will contact the parent concerning the child's progress and a written documentation of the contact will be provided to the principal by the teacher. This will be in addition to the report card. Any documentation should be kept on file either electronically or in hard copy. In cases of questionable progress, a conference to recommend the grade placement of the student for the next school year will be called by the principal as soon as test data reflecting the student's progress is available in May. Included in the conference will be the principal and the student's teachers.
 - c. A follow-up conference with the parent, to determine proper student placement, will then be conducted by the principal before a final decision is made.
 - d. Students not passing STAAR reading and/or math in grades five and eight will be subject to the ruling of the grade placement committee.

CLASSIFICATION AND ASSIGNMENT OF PUPILS

The principal of each school shall be responsible for the classification and assignment to classes of all pupils enrolled. In instances in which there is a question about the classification of pupils, an evaluation may be completed to determine proper classification. The evaluation should be conducted by all or part of the following: campus administration, special programs departments, Counseling Department and the office of Graduation and At-Risk Student Populations.

At the secondary 9th -12th level, Transcript credit evaluation and the student's longitudinal cohort will determine classification. Students on-track towards earning their high school diploma in alignment with their longitudinal cohort will be monitored and reviewed at semester and at the end of each school year. Students off-track of earning their high school diploma in alignment with their longitudinal cohort will be re-classified upon acquiring minimal credit requirement until aligned with their longitudinal cohort. Students earning credit prior to their 9th grade classification year will be aligned with their longitudinal cohort and not be re-classified unless the student falls off-track.

Classification	Min. Credits	Explanation
9 th Freshman	0	No minimal credits required to be classified a Freshman.
10 th Sophomore	6	Student must have earned a minimum of 6 credits to be classified a Sophomore.
11 th Junior	12	Student must have earned a minimum of 12 credits to be classified a Junior.
12 th Senior	18	Student must have earned a minimum of 18 credits to be classified a Senior.

REPETITION OF COURSES

Once credit has been granted for a course (e.g., Algebra I), a student may not repeat that course during a regular school term.

If a parent feels that a student's level of knowledge is insufficient to proceed to the next level, the parent may pay tuition for the student to repeat the course in summer school in an audit capacity or the parent may enroll the student in Midland College or in a correspondence course from Texas Tech or contact the campus administrator for further options. In any of these circumstances, the course will not be reflected in any way on the AAR nor will the grade be substituted for the original grade earned.

Under state law, a student may not receive state graduation credit twice in the same course unless indicated in Chapter 75. Band, choir, and debate are such classes. All others may be taken for credit only once.

Students who have failed a course must repeat that course or a comparable course which meets the graduation requirement. The repetition of a failed course may be done during the regular school year or by alternative methods noted above. However, in the case of a failed class, both grades are recorded on the AAR, and both are factored into the GPA.

The GPA is a grade point average. That means it is derived by adding the total number of grade points earned and dividing that total by the total number of grade point courses attempted. Thus, if a student takes five classes and fails one, the total number of grade points earned is divided by five rather than four. As a consequence, when the course is recorded on the academic record with a grade below 70 and no credit is noted, that course continues to be used as a part of the total courses attempted in determining student's GPA.

Approved – ~~August 2015~~, August 2018