

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(REGULATION)

**Grading
Guidelines**

Grading guidelines are developed to clarify and ensure adherence to Board-approved grading policies [see EIA(LEGAL) and EIA(LOCAL)] and to ensure consistent grading practices across all classrooms and schools. Grading should be both formative and summative in nature.

To ensure compliance with Board policy, these guidelines should be reviewed in conjunction with Board policy EIA(LOCAL). These guidelines are intended to clarify Board policies, not to duplicate all policy requirements.

To maintain effective communication with stakeholders regarding grading guidelines, the Superintendent or designee will conduct focus groups and form a committee when revising or developing district wide grading procedures. The Academics Division, in collaboration with the School Leadership Division, will review grading procedures to ensure compliance with Board policies and regulations related to grading. The district will communicate the common grading procedures to campus staff, parents, and students in writing as directed by the campus principal. Principals will develop procedures to communicate the campus grading practices and will report student learning progress to all parents, campus instructional staff, sponsors of extracurricular activities, and the Executive Director of Leadership. Teachers will consistently implement common grading procedures in compliance with this regulation and will communicate the common grading procedures to parents and students in writing as directed by the campus principal. Teachers shall provide a written copy of their grading procedures to students and parents to include opportunities for tutoring and redoing a failed assignment. The grading guidelines outlined in this regulation will be used for all students unless otherwise specified by an ARD or LPAC Committee.

Finality Purposes

Grades should reflect adherence to the purposes for grading outlined in policy EIA(LOCAL) including equity and access to rigorous learning, communication, motivation, instructional decision making, and documentation of learning.

**Three Week
Progress Reports**

The District shall provide progress reports to parents or guardians after the third and sixth week of each grading cycle for all students in grades 1 through 12. Teachers are encouraged to issue progress updates to all PreK- 12 students to communicate standards mastery and provide specific feedback about effort exhibited by the student in his or her learning. If a student's performance in any subject or class is below 70 or whose average is deemed borderline according to District guidelines it will be recorded and communicated using District-approved reporting forms and/or software programs.

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Report Cards

The District shall give notice (written and/or electronic) to parents or guardians of a student's grades in each subject or course at the end of each grading cycle as specified by the District calendar. District grading cycle periods generally follow a standard nine-week cycle, however, it is not uncommon for grading cycles to vary between eight and ten week periods. Language in this document will default to references of nine-week cycles.

Reteach/Retesting

Teachers will formatively assess students on a daily basis. For students who are not demonstrating mastery (70% or better), grade recovery will be on-going throughout a cycle. The teacher will reteach student(s) either during class with a teacher-led small group instruction or through tutorials within 5 school days. When greater than 50% of the number of students in a class have not mastered the TEKS the teacher must reflect on the initial instruction and plan reteach. Reteach should include different instructional strategies than what was used initially during the "first teach". After implementing the reteach within 5 school days, the teacher will re-assess students and compare to the initial assessment.

When re-teaching occurs, the teacher will document through the district grade book. Reteach grades (a maximum of 70) including reteach grades on exams and quizzes will be entered as the final grade in the grade book. Reteach grades will be entered in the special code section, and preceding grades will be entered in the comment section.

Retest opportunities are available after re-teaching has occurred and within five school days of receiving the original assessment grade.

For all advanced coursework, including AP, IB and dual credit, the course syllabus will outline reteach/retest opportunities for each course. The reteach/retest opportunities must align with higher education partner institution policies for dual credit and dual enrollment courses.

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**PreK and
Kindergarten
Grading
Guidelines**

PreKindergarten and Kindergarten teachers evaluate student mastery of district curriculum and state standards by observation and student performance. This information is communicated to parents on the PreK and Kindergarten report card and during parent conferences. The report card is sent to parents every grading cycle. This report reflects the progress of a student in the areas of:

- Listening and Speaking/Phonological Awareness
- Comprehension
- Writing/Fine Motor
- Social Studies
- Mathematics
- Print Awareness/Reading Readiness
- Work Habits and Social Development
- Science/Health
- Art, Music Physical Education

An explanation of symbols and letters used for Language Arts, Mathematics, Science/Health, Social Studies, Work Habits and Social Development is as follows:

PreKindergarten

- Shaded-The skill is not assessed this grading period.
- 1-The skill has been introduced, and the child has shown consistent success for the grade level expectations.
- 2-The skill has been introduced, and the child meets current grade level expectations.
- 3-The skill has been introduced, but more practice is required.

Kindergarten

- Shaded-The skill is not assessed this grading period.
- M - The skill has been introduced, and the child consistently meets current grade level expectations.
- S - The skill has been introduced, and the child is making satisfactory progress.
- N - The skill has been introduced, but the child needs more time and assistance.

Homework

Teachers should only provide homework assignments that reinforce skill building toward the mastery of learning. Reading should be included in this process, however, should not be graded.

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**Grades 1-5
Grading
Guidelines**

A minimum of ten grades per grading cycle period, per subject area are required to document academic performance. The minimum number of grades is subject to change based on committee recommendations.

Grades must be taken during the entire grading period. Teachers are required to enter/update grades in the district grade book a minimum of one time per week for each class throughout the course of the grading cycle.

Homework

Teachers may assign homework that is used to reinforce and support mastery of learning. Homework should be based only on content standards previously taught and at a level of difficulty that can be completed independently by students. Student-parent reading is encouraged, however, should not be graded.

Test and/or
Project Grades

Teachers should use a variety of assessment methods such as unit tests, project evaluation, and nine-week tests to determine mastery of identified content learning standards.

Makeup Work and
Incomplete
Grades Related to
an Absence

Students will be permitted to make up assignments and tests without grade penalty after an excused or unexcused absence. Giving zeros as a grade is not a best practice, and, therefore, a zero can be recorded only after a parent call/notification has been made and the student has been given two school days for every day missed or two school days after parent notification to complete the assignments or tests. An incomplete (I) grade on the nine-week report card will be recorded if the makeup time has not elapsed prior to the end of the nine-week period. An incomplete for a nine-week grade that is not made up by the end of the following grading cycle will be recorded as the actual grade average earned. Grades of incomplete must be reviewed by the school's attendance committee or grade placement committee. The campus committee will determine the method for students to remediate the incomplete grade.

Late Work Not
Related to an
Absence

Students must be given at least one opportunity to submit late work not related to an absence. Late work will be accepted for a maximum grade of 70.

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Grade Weights

Grades for each cycle shall be determined by a combination of daily grades, major grades, and/or projects related to the TEKS. The following weights will be used to determine nine-week grades as follows:

Minor Grades: (8 grade minimum) Classwork/Assignments/Quizzes	80 percent of grading cycle period
Major Grades: Tests/Projects/Products/Benchmark Exams/Common Assessments (2 grade minimum)	20 percent of grading cycle period

Students are graded with numerical grades for:

- a. Language Arts (consisting of):
 - i. Reading (weighted ½)
 - ii. Writing (weighted ½)
- b. Mathematics
- c. Science/Health
- d. Social Studies

Reading and Writing should be integrated and equally weighted at 50%. Writing should include composition and grammar, with spelling being part of the composition grade. Handwriting (penmanship) should not be a numerical grade. Handwriting grades can be N or S. Art, music, and physical education teachers will assign grades in their content area for each grading period of the school year and criteria for grading in these subjects will be based primarily on classwork.

Elementary
Class / Grade
Level / School
Failure Rates

Teachers with grading cycle failures will develop intervention plans for struggling students. Teachers with a grading cycle failure rate greater than ten percent in each subject area will be required to develop and submit an intervention support plan for struggling students that will be monitored by the principal or designee.

Schools with a grading cycle failure rate of greater than ten percent in any grade/subject will be required to develop and submit an intervention support plan for struggling students that will be monitored by the Executive Director of Leadership.

Continued school failure rates resulting in greater than five percent retention of students in any grade level may result in additional required interventions/supports/consequences. Teachers should be

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prepared to provide an update to the campus principal for students whose grade averages are on the pass/fail borderline of 68–69, including strategies for academic support for the next grading cycle.

**Grades 6-8
Guidelines**

Grading of student work should be based on state and district required learning standards and should provide clear expectations for mastery that are communicated to and/or co-constructed with students.

Determining
Classwork
Grades

Classwork should be rigorous and standards-based and should document cumulative mastery of content area concepts. Expectations for grading classwork should be clearly communicated to students. Mastery criteria for projects or other assignments that are used to evaluate multiple concepts should be clearly communicated to students using tools such as rubrics or criteria charts.

Determining
Homework
Grades

Homework is based on learning standards that have previously been taught in class that must be completed outside the regular school day and not during the regular class period. Teachers may assign homework that is used to reinforce and support mastery of learning. All homework assignments must be designed as a meaningful part of the educational process and be reviewed by the teacher. Homework may not be included in the major grade category nor shall one assignment be counted as a double grade. When recording grades, primary consideration should be given to recording homework grades that raise a student's average, not lower it.

The cumulative time spent on homework must be reasonable with the recommended guidelines of no more than one and one-half hours per night or no more than seven hours per week for all grade-level subjects/teachers combined. Teachers should collaborate to determine homework assignments that meet this expectation.

Makeup Work and
Incomplete
Grades Related to
an Absence

Students will be permitted to make up assignments and tests without grade penalty after an excused or unexcused absence. Students will be given at least two regularly scheduled school days for every day missed to complete the assignments or tests missed after an absence. An incomplete (I) grade on the nine-week report card may be recorded if the allotted period has not elapsed prior to the end of the nine-week grading period. An incomplete for a nine-week grade must be made up within ten school days, or the actual grade average earned will be recorded. Principals must be notified when an incomplete assignment is assigned.

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Grades of incomplete must be reviewed by the school's attendance committee or grade placement committee. The campus committee will determine the method for students to remediate the incomplete grade.

Late Work Not
Related to an
Absence

Students must be given at least one opportunity to submit late work not related to an absence. A maximum of ten points per regularly scheduled class day may be deducted. After two regularly scheduled class days, principals may determine whether or not work will continue to be accepted for a maximum grade of 70.

Teachers will consistently implement procedures for late work in compliance with this regulation and will communicate the common grading procedures to parents and students in writing as directed by the campus principal.

Giving zeros as a grade for late work is not a best practice, and, therefore, it is recommended that a parent call/notification be made prior to recording a grade of zero (especially for students for whom the zero will likely result in a failing grade). Efforts should be made to assist students in completing missed work.

Test and/or
Project Grades

Teachers should use a variety of assessment methods such as unit tests, project evaluations, nine-week tests, and the like. There should be no fewer than three test/major project grades per nine weeks in each subject area. Projects may assess multiple learning standards and therefore, more than one grade may be recorded for a project (based on the scoring rubric). Rubrics used for grading projects will reflect mastery of identified content learning standards. A cycle examination shall be administered each nine-week cycle.

Only students with appropriate documentation (such as ARD, LPAC or 504 documentation) may be exempted from the exam. In cases of testing irregularity, the school will work with the appropriate district departments/s to determine appropriate grading for the student.

Number of
Grades

Teachers should record no fewer than 15 grades per subject per grading period. Grades should be documented weekly. A single assignment or test may not be counted twice in order to reach 15 grades.

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Grade Weights for
Determining the
Nine-Week
Report Card
Grade

The following weights will be used to determine nine-week report card grades:

Minor Grades: Classwork/Homework (12 grade minimum)	70 percent of grading cycle period (no more than two homework grades)
Major Grades: Tests/Projects/Products/Benchmark Exams/Common Assessments Cycle Exam (3 grade minimum)	30 percent of grading cycle period (examples: composition, tests, benchmarks, common assessments, research paper, presentation, report)

Semester Grades

The semester will consist of two nine-week cycles comprising major and minor grades. An average of both cycle grades within a semester will be used to calculate semester grade.

High Class /
Grade Level /
School Failure
Rates

Teachers with nine-week and/or semester failures will develop intervention plans for struggling students. Teachers with a nine-week and/or semester failure rate of greater than 15 percent in each subject area will be required to develop and submit an intervention support plan for struggling students that will be monitored by the principal/designee.

Schools with a nine-week and/or semester failure rate of greater than 15 percent in any grade/subject will be required to develop and submit an intervention support plan for struggling students that will be monitored by the Executive Director of Leadership.

Continued school failure rates resulting in greater than ten percent retention of students in any grade level may result in additional required interventions/supports/consequences.

Teachers should be prepared to provide an update to the campus principal for students whose grade averages are on the pass/fail borderline of 68–69, including strategies for academic supports for the next nine weeks.

High School Credit-Bearing Courses Taken in Middle School

Grades 9-12 Grading Guidelines shall be followed for any course earning high school course credit toward graduation requirements, regardless of student's actual grade of enrollment.

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**Grades 9-12
Grading
Guidelines**

Report cards are issued every grading cycle, and grades will be recorded and communicated using District-approved reporting forms and/or software programs. Grading of student work should be based on state- and District-required learning standards and should provide clear expectations for mastery that are communicated to and/or co- constructed with students.

Determining
Homework
Grades

Homework is defined as work that is completed outside of class time and is an extension and/or extra practice related to concepts taught in class or preparation for a future class. Homework may help families become more involved with the educational process, communicate high expectations for students, and help students develop self-discipline and organizational skills. All homework assignments must be designed as a meaningful part of the educational process and must be reviewed by the teacher. Homework may not be included in the major grade category.

The cumulative time spent on homework must be reasonable with the recommended guidelines of no more than two hours per night or ten total hours per week of homework should be assigned across all subjects/teachers combined, with the exception of students enrolled in multiple AP courses, who may be assigned up to one hour per day per AP course with a total per week for all subjects/teachers combined of no more than 20 hours (considerations may need to be made based on campuses with block schedules, but the total number of hours should remain consistent for students). Teachers should collaborate to determine homework assignments that meet this expectation.

Determining
Classwork
Grades

Classwork should be rigorous, effort-based, and cumulative to show mastery of content area concepts such as in projects or rigorous tasks.

Expectations for grading classwork should be clearly defined through rubrics or other evaluative tools. Project and/or problem-based assignments that evaluate mastery of multiple concepts should be clearly defined in a rubric or criteria chart that is communicated to/co- constructed with and understood by students.

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Makeup Work and
Incomplete
Grades Related to
an Absence

Students will be given at least two regularly scheduled class days (A/B) for every day missed to complete the assignments or tests missed after an excused or unexcused absence.

An incomplete for the first, second, or third cycles must be made up within ten school days of the next cycle, or the actual grade average earned will be recorded. Principals must approve before an incomplete is assigned. An incomplete will not be accepted for the fourth grading cycle.

Semester grades of incomplete must be reviewed by the school's attendance committee or grade placement committee for the fall semester. The campus committee will determine the method for students to remediate the incomplete grade.

Late Work Not
Related to an
Absence

Students must be given the opportunity to submit late work not related to an absence. Time allowed to submit work will be at teacher discretion. Late work will be accepted for a maximum grade of 70.

Teachers will consistently implement procedures for late work in compliance with this regulation and will communicate the common grading procedures to parents and students in writing as directed by the campus principal.

It is recommended that notification be made in Skyward using the "missing" comment (especially for students for whom the zero will likely result in a failing cycle grade). Efforts should be made to assist students in completing missed work.

For all advanced coursework, including AP, IB and dual credit, the course syllabus will outline the late work policy for the course. The late work policy for the course must align with higher education partner institution policies for dual credit and dual enrollment courses.

Test and/or
Project Grades

Teachers should use a variety of assessment methods such as unit tests, project evaluations, curriculum-based assessments, and the like. There should be no fewer than three test/major project grades per grading cycle in each subject area. Rubrics used for grading projects will reflect mastery of identified content learning standards. Students with appropriate documentation (such as ARD, LPAC, or 504 exemptions) may be exempted from the exam.

In cases of testing irregularity, the school will work with the appropriate district departments/s to determine appropriate grading

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for the student.

Number of
Grades

Teachers should record no fewer than one grade per week per subject, with a minimum of 12 grades per subject per grading period. Projects may assess multiple learning standards, so one project may result in multiple grade book entries. Grades should be documented weekly. A single assignment or test may not be counted twice in order to reach 12 grades.

Grade Weights for
Determining
Grading Cycle
and Semester
Grades

The following grade weights will be used to determine nine-week and semester grades:

Minor Grades per cycle: Classwork/Homework/Quizzes (9 grade minimum)	66.67 of grading cycle period (no more than two homework grades)
Major Grades per cycle: Tests/Projects/Products/ Benchmark Exams/ Common Assessments (3 grade minimum)	33.33 of grading cycle period (example: composition, nine- week test, research paper, presentation, report)
Semester Exam	1/7 of semester average

Semester Grades

Students are encouraged to remain in enrolled courses. If a student is struggling in a course, the parent, student, counselor, and teacher/administrator will collaboratively evaluate the student's progress and determine the best plan to ensure the student is in the most academically beneficial course. Semester exams will count 1/7 of the semester average when the semester exam is given. An average of both cycle grades within a semester will be used to calculate semester grade when semester exams are not given.

High Class /
Grade Level /
School Failure
Rates

Teachers with grading cycle and/or semester failures will develop intervention plans for struggling students.

Teachers with a grading cycle and/or semester failure rate of greater than 20 percent in each subject area will be required to develop and submit an intervention support plan for struggling students that will be monitored by the principal. Schools with a grading cycle and/or semester failure rate of greater than 20 percent in any grade/subject will be required to develop and submit an intervention support plan for struggling students that will be monitored by the Executive Director of Leadership.

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**Grading for Dual
Credit Course
Taught on the
High School**

For dual credit courses taught on or off the high school campus, the grading system used will be the grading system of the partner college or university. Progress reports can be found in the college or university partner's learning management system e.g. eConnect.

**Adding/Dropping
High School
Courses**

Students who withdraw from high school or drop a course at the end of a term should receive a term grade in the course. Students who withdraw or drop a course during a grading cycle should not have a semester grade showing. Teachers should follow the "End of Semester Grade Check" provided by Skyward Help to remove the grade remnant in the district grade book. The AAR grade shall be a semester average and not an average for a grading cycle.

**Course Level
Changes**

When a student drops a dual credit course, the student is responsible for notifying the partner college of the drop.
When a student transfers from one teacher's class to another teacher's class in the same course, the grades earned in both classes will be combined to arrive at a final grade. It is important to remember that every assignment in the district grade book must be addressed.

When a student moves to a different level before the term ends, the grading cycle or term average should be computed using grades from both levels. When a student moves from a lower level to a higher level (regular to advanced or resource to regular), no change in grades should be made although every assignment in the district grade book must be addressed.

When a student moves from an advanced, Honors, AP or dual credit course to an on-level course, or a student moves from an IntH or IB course to a regular, advanced, Honors, AP or dual credit course, or from a regular course to a resource course, the following guidelines should be observed:

- When the student moves during the grading cycle, the receiving teacher adds 10 points to the withdrawal average when he/she receives it from the sending teacher. Teachers use this grade average with the 10 points added as the grade for all of the previous assignment grades in the grade book. Teachers can also exempt the student from any assignments graded prior to entering the regular class.
- When the student moves at the end of the grading cycle, the principal's designee (data clerk, registrar, etc.) manually enters the advanced cycle grade with 10 points added as the grade for the new, regular course for the previous cycle. The

teacher will then need to accept these previous cycle grades in the gradebook using the “new” button.

- When the student moves after the first semester:
 - counselors will keep a list of all changes from advanced classes to regular classes or regular classes to resource classes for the principal’s designee to use in determining if the student can receive earned credit for the failing grade for semester 1 using the additional 10 points with the passing grade earned for semester 2.
 - grade points will be awarded according to the classification level of each course and the initial grade earned.
 - a semester grade should not be changed.

**High School
Exemption Policy**

High School students may be eligible for exam exemptions for the fall and spring semesters. School attendance is required even when students are exempt from an exam; attendance calculations begin with the start of each school year/semester.

In order to qualify for exemptions, a student MUST:

- Be passing for the semester at a deadline set by the campus.
- Be clear from LOP by deadline set by campus
- Have 0 unexcused absences and:
 - Course grade of A (90-100) with no more than 3 EXCUSED ABSENCES for the semester*
 - Course grade of B (80-89) with no more than 2 EXCUSED ABSENCES for the semester*
 - Course grade of C (70-79) with no more than 1 EXCUSED ABSENCES for the semester*
- No more than 2 unexcused tardies for the semester in the class you are exempting
- No ISS, suspensions, or AEC during the semester

Students that are exempt from semester exam will participate in the following activities:

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- Seniors - DCP/TASFA/FAFS/Apply for scholarships
- Juniors - TSIA and Industry Certifications
- Sophomores and Freshman - Khan Academy, grade level/content area acceleration, and course selections

Teachers intending to use the TIA as a final exam:

- The TIA must be administered prior to the official exam date
- Communication will be sent by campuses to students and parents explaining this process.

Exemptions by
Grade Level

9th Grade = 1 Attendance Exemption per semester (no EOC tested courses may be exempted in the fall, no AP/IB courses may be exempted in the fall, no DC/DE courses may be exempted, no one semester courses may be exempted)

10th Grade = 2 Attendance Exemptions per semester (no EOC tested courses may be exempted in the fall, no AP/IB courses may be exempted in the fall, no DC/DE courses may be exempted, no one semester courses may be exempted)

11th Grade = 3 Attendance Exemptions per semester (no EOC tested courses may be exempted in the fall, no AP/IB courses may be exempted in the fall, no DC/DE courses may be exempted, no one semester courses may be exempted)

12th Grade = 3 Attendance Exemptions in the fall, 6 in the spring (no EOC tested courses may be exempted in the fall, no AP/IB courses may be exempted in the fall, no DC/DE courses may be exempted, no one semester courses may be exempted)

All students who achieve “masters grade level” on an EOC can automatically exempt that course in the semester in which that EOC was administered.

Proposed Bonus
Exemptions for
Spring Term

Students may be eligible for additional bonus exam exemptions for the spring term, if students meet one or more of the following criteria:

- All students may exempt the spring final exam of a pure AP/IB course (DC/DE courses not included) if they meet both of the following:

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- The student has a passing grade for the semester of 70 or better for the course the week of the final exam.
- The student sat for the AP/IB exam for the course.
- Students may earn a CCMR exemption to use each spring in a course of their choice, starting in the term in which they earned it, providing the other stipulations outlined in this policy are met.
- Students may earn an additional CCMR exemption to use each spring in a course of their choice, starting in the term in which they earned it, providing the other stipulations outlined in this policy are met, if they achieve one of the following:
 - Meet TSI requirements on ACT, SAT, TSI-A **and** graduate with an associate's degree, **or**
 - Meet TSI requirements on ACT, SAT, TSI-A **and** earn a TEA Industry-Based Certification

**Grade Errors
and Corrections:
PreK-12 grade**

Errors in students' grades must be corrected to the best of the staff's ability within ten school days after the grading period ends. Corrections of grade errors will be based on teacher grade book records. Corrections will be made only on a designated form with the teacher's and principal's signature and date to verify the change.

Copies will be distributed to the Data Controller and Counselors.

Guidelines for
Remediation /
Tutoring

For students identified as performing below grade level standards on a district administered universal screening instrument, individual or homogenous small group instruction utilizing research-based strategies must be provided by a highly qualified teacher. Interventions must be documented appropriately in the MTSS platform.

Language proficiency levels for students classified as Emergent Bilingual (EB) need to be considered prior to recommendation for remediation or academic tutoring. EB students often possess the academic grade level skills, but may lack the language needed to demonstrate their understanding of various concepts. Other forms of language enrichment and development helps these students learn the language they need to successfully participate in English only settings.

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Parents should be notified if students are removed from any core or enrichment TEKS-based course or classroom for test preparation and grades for the missed course/class must reflect student absence from instruction. In addition, parents must give written permission for their student to be removed from class for remedial tutoring or test preparation if the student would miss more than ten percent of the regularly scheduled class. For students identified as performing below grade level standards on a district administered universal screening instrument, individual or homogenous small group instruction utilizing research-based strategies must be provided by a highly qualified teacher. For students found to be in need of Tier 2 instructional support, teachers will provide targeted classroom interventions in small groups. The documented intervention plan will be provided to the student's guardian. Student intervention plans and progress will be documented within the MTSS platform.

1. Students should be placed in tiered intervention programs based upon their learning needs, which requires scheduling of interventions during the school day.
2. Students whose grades in a subject for a reporting period are lower than 70 shall be required to attend tutorials twice per week for a minimum of 60 minutes per week during the following reporting period.
3. Any student may attend tutorial sessions voluntarily or at parent request. It is recommended that students with borderline grades or clear academic need also be provided tutorial services at the point of academic need.
4. Teachers shall provide before or after school tutoring at least two times per week for a minimum of 60 minutes.