



ELEMENTARY
GRADING
AND REPORTING
PROCEDURES
2022-2023

**Tuloso-Midway Independent School District
Elementary Grading and Reporting Procedures**

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Elementary Campuses Administrators

Primary School	Laura Davila, Principal Guadalupe Chapa, Asst. Principal Nidia DeLaCerde, Asst Principal	Pre-Kinder- Grade 2	361-903-6500
Intermediate School	Christina Trevino, Principal Ryan Jennische, Asst. Principal Yadira Cortez, Asst. Principal	Grade 3-5	361-903-6550

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It is the policy of Tuloso-Midway ISD to not discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age of Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Tuloso-Midway ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator- Anna Elizondo, AElizondo@tmisd.us, 361-903-6400. For Section 504 Coordinator, contact Yolanda Alvaro, yalvaro@tmisd.us, 361-903-6740.

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MISSION STATEMENT

The mission of the Tuloso-Midway Independent School District is to educate every student to be a lifelong learner, a person on integrity, and a positive contributor to society.

DISTRICT GOALS:

TMISD will exceed increasing academic standards by addressing the needs of each student and enable students to develop and pursue their vision for success in education, life, and career.

TMISD will recruit, retain, and develop highly qualified employees with a sense of responsibility for the success of a new generation of students.

TMISD will commit to fostering a community that will support the success of all students.

TMISD will provide a safe, healthy and drug-free environment that promotes positive lifestyles.

TMISD will aggressively obtain and allocate resources to facilitate optimal student achievement.

TMISD will incorporate innovative technologies to optimize teaching, learning, and working.

TMISD will demonstrate effective planning of maintenance, operations, and facilities.

GRADING PHILOSOPHY

The purpose of grades is to communicate to parents/guardians the academic achievement of a student toward the mastery of standards in all coursework, including courses with Texas Essential Knowledge and Skills (TEKS). Progress reports and report cards serve as written notice to a parent/guardian of a student's current level of achievement in each class, subject, or course during a specified period of time. Grades are not indicators of disciplinary action or non-academic performance.

The District requires combined use of the following grading practices:

- Multiple measures (more than one type of assessment, such as formative and summative).
- Use of defined performance criteria, including rubrics for which student responses, products, or performances are evaluated to ensure consistency in scoring and clarity of student performance expectations.
- Continuous and timely feedback on assessments.

The District Grading Guidelines will serve as the districtwide standard practice in order to provide consistency among all campuses. Campuses shall not deviate from any of the set forth protocols.

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ROLES AND RESPONSIBILITIES

The student will:

1. show their best effort in working on and completing all assignments.
2. complete assigned work on time and submit it to the teacher by the due date.
3. plan ahead and create a schedule to work on long-term assignments so assignments will be completed on time.
4. inform the teacher when the student does not understand the assignment or if he/she is experiencing difficulty.
5. evaluate their own work for accuracy and seek clarification as needed from the teacher.
6. maintain academic integrity and honesty. Academic dishonesty may result in behavioral and academic consequences. (See Academic Dishonesty)

The parent/guardian will:

1. establish a specific time and place for assignments to be completed in the home.
2. monitor The Parent Portal and contact the teacher when academic or grade concerns arise.
3. monitor your student's progress on assignments, but do not do assignments for the student.
4. assist your student in creating a schedule for long-term assignments so that they will be completed on time.
5. respond to teacher-initiated communication in a timely manner (such as reply to an email or return a phone call).
6. set aside time each day to discuss your student's accomplishments and challenges involving their learning.

The teacher will:

1. provide the daily learning and language objectives in verbal and written form.
2. provide high quality instruction in a nurturing and engaging learning environment.
3. provide timely and meaningful feedback on assignments to students.
4. record grades weekly for each subject in Teacher Access Center.
5. inform students of content covered on all major assessments.
6. teachers at all grade levels shall inform parents when a student's academic progress becomes unsatisfactory and/or the student's grade average drops more than 10 points from the previous reporting period.
7. follow the TMISD Grading and Reporting Procedures and ask for clarification from campus administration as needed.
8. provide students with a rubric for long-term projects/alternative assessments, as necessary.

The administrator will:

1. ensure that these grading guidelines are provided to all teachers, parents and students.
2. communicate, discuss, and review these grading guidelines at the beginning, middle, and end of the school year to ensure that they are understood by all stakeholders (teachers, parents, and students).
3. ensure that each grade-level team develops consistent grading and assessment procedures that are in accordance with Board policies, administrative regulations, state-prescribed TEKS, program course descriptions, and district grading guidelines.
4. ensure that these grading guidelines are available on the campus website.

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Parent-Teacher Conferences

TMISD strongly values the parent/guardian's role in the child's education. It is through communication that teachers can help parents stay involved. Parent-teacher conferences give teachers the opportunity to discuss student progress with parents and allow parents to ask questions about their child's learning. Developing rapport, encouraging parent involvement in the child's educational process, and discussing student progress with parents is an integral part of helping students be successful. While this takes some time and effort, research is clear on the importance of parental involvement to student success. Teachers at all grade levels shall inform parents when a student's academic progress becomes unsatisfactory and/or the student's grade average drops more than 10 points from the previous reporting period. Conferences may be requested by a teacher or parent at any time.

K-5 CURRICULUM AND INSTRUCTION GENERAL INFORMATION

Tuloso-Midway ISD offers kindergarten through grade 5 instruction in the required curriculum, referred to as Texas Essential Knowledge and Skills (TEKS). A district shall ensure that sufficient time is provided for teachers to teach and students to learn reading/language arts, mathematics, science, social studies, fine arts, health, physical education, and technology applications.

GRADING CATEGORIES

Formative Assessments

These assessments take place during the process of learning and teaching. It involves gathering and interpreting evidence of student learning from multiple points throughout the unit of study prior to the end of the unit of study. Formative assessment is the monitoring that occurs throughout the process of learning, providing students with feedback on how they are doing and their next learning steps. Assignments in this category may include: class work, quizzes, end of week assessments, dictation, progress checks, short constructed responses, and other similar assignments.

Summative Assessments

These assessments are culminating assignments, which give information on students' mastery of content, knowledge, or skills and are a collection of information at the conclusion of a unit, grading period, semester, or course. Summative Assessments are major grades and may include: spelling tests, projects, research papers, curriculum-based assessments, extended labs, presentations, performances, and other similar assignments. Note: Spelling tests will be averaged and recorded for one test grade.

Makeup Work

Students shall be permitted to make up assignments and tests following any absence.

All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school.

1. All students shall be allowed to do makeup work when they are absent from class.
2. A student shall have equal to the number of days absent from class plus one additional day to complete all missed assignments.
3. Students should not be required, on the day of returning to school, to take a quiz or test that was announced during the student's absence.
4. Under extenuating circumstances, such as long-term illness or family emergencies, teachers will work with the student to determine the due dates for make-up work missed.

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Homework

While the district does not mandate homework in elementary, we do encourage students to continue practicing skills at home to extend their learning from the classroom. Home assignments are sometimes necessary to provide enough time for students to master the subject matter and complete long-term projects. Assignments may provide practice on skills already taught or prepare students to begin a new topic or part of the course.

ASSIGNING OF GRADES - GENERAL GUIDELINES

Pre-Kindergarten (PK) and Kindergarten

In Pre-K, students are assessed using the PK Guidelines. Pre-K students receive a report card at the end of the fall semester and spring semester. Teachers provide the CIRCLE assessment three times per year (beginning, middle, and end). Teachers are expected to communicate student performance on the CIRCLE assessment to parents in a timely manner.

In Kindergarten, students are assessed on the grade level standards and competencies. They receive a standards-based report card at the end of each marking period. The following letter system is used to indicate how well the student is performing in the curriculum:

Mark	Assessment	Description
S	Satisfactory	Meets grade level standards
I	Improvement Needed	Does not meet grade level standards
X	Not Introduced	Grade level standard has not been introduced

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1st - 5th grade

For students in 1st - 5th grade, a minimum of seven grades, with a maximum of twelve grades, should be given in reading/language arts and math for each marking period. A minimum of six grades, with a maximum of nine grades, should be given in science and social studies during each marking period.

Category	Reading/Language Arts and Math	# of grades per subject
Formative Assessments	Daily assignments (i.e. class work, quizzes, end of week assessments, dictations, progress checks, shortconstructed responses)	5 to 9
Summative Assessments	Major assessments (i.e. curriculum-based assessments, published writing, projects)	2 to 3

Category	Science and Social Studies	# of grades per subject
Formative Assessments	Daily assignments (class work, quizzes, essays, lab activities)	5 to 7
Summative Assessments	Major assessments (unit tests, curriculum-based assessments, projects)	1 to 2

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Physical Education (PE) and Fine Arts

Performance-based courses, like health, physical education, and fine arts (consisting of art and music) may have assignments that differ significantly from other academic courses. Grades in health, physical education, and fine arts courses are a measure of a student's progress toward mastery of the district curriculum and TEKS.

Types of performance assessments include, but are not limited to: classroom participation, public performances, oral responses, checklists of skills/rubric, teacher observation, homework assignments, classroom discussions, and portfolios.

The following letter system is used to indicate how well the student is performing in the PE and Fine Arts curriculum:

Mark	Assessment	Description
E	Exceeds Expectations	Exceeds grade level standards
S	Satisfactory	Meets grade level standards
I	Improvement Needed	Approaching grade level standards
U	Unsatisfactory	Does not meet grade level standard Your student is still developing prerequisite skills of the grade level standard.
X	Not Introduced	Grade level standard has not been introduced

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Incomplete Grades

Before issuing a grade of "Incomplete" on the report card, the teacher must discuss the situation with a campus administrator. Any grade reported as "Incomplete" must be resolved by the end of the third week in the next grading period. It is the responsibility of the teacher issuing the Incomplete to determine the reasonable timelines for the completion and assessment of the missing material and to promptly report the grade. A grade reported as "Incomplete" for the final marking period will not be allowed. The student and teacher must make arrangements for submitting assignments by the due date of when grade verifications are due to the campus registrar.

A teacher may change an "Incomplete" given the previous cycle to a numeric grade. A correction (grade change) may also be made with approval of the principal. The principal's approval must be provided to the data clerk in writing with the signature of the teacher. No grade will be changed without appropriate teacher and administrative authorization.

If an "Incomplete" grade in a marking period is not made up within the prescribed time frame, a grade of zero (0) should be given for each missing assignment and then all grades should be averaged to determine the grade for the marking period.

UIL/Extracurricular eligibility considers an Incomplete grade as a failing grade for eligibility purposes

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GRADE REPORTING

Interim Progress Reports

The purpose of the Progress Report is to inform students, parents/guardians, and campus administrators regarding progress in a subject. The Progress Report reflects both satisfactory and unsatisfactory student progress. All grades are to be entered into the electronic gradebook on a weekly basis. A minimum of four grades must be recorded and published prior to the interim progress report being issued.

- Students in Grades 1 - 5 will receive a Progress Report at the midpoint of the six-week period (3 weeks).
- It is imperative that parents be contacted at any time the student is in danger of failing or if there is a significant decrease in grades. Parents/guardians will be contacted at a time it becomes apparent that failure is probable or if a student's grade decreases by 10 or more percentage points from the previous report grade in a given subject.
- Parents/guardians are expected to sign and return their child's interim progress report. Parents/guardians also have the option to access the progress report using The Parent Portal.

Progress reports will be distributed and available electronically on the following dates:

Friday, August 5, 2022

Friday, September 30, 2022

Friday, November 18, 2022

Friday, January 27, 2023

Friday, March 17, 2023

Friday, May 5, 2023

**Dates are subject to change*

Report Cards

The report card is a communication tool for parents/guardians and students. Report cards provide information regarding academic progress, student conduct, and absences.

- Report Cards are electronically generated.
- For Grades K - 5, report cards are issued once at the conclusion of each six-week marking period.
- New students to the District with less than 10 days in the reporting period will not receive a report card until the next marking period.
- Parents/guardians are expected to sign and return their child's report card. Parents/guardians also have the option to access the report card using The Parent Portal

Report cards will be distributed and available electronically on the following dates:

Friday, September 16, 2022

Friday, October 4, 2022

Friday, January 6, 2022

Friday, March 3, 2022

Friday, April 21, 2022

Friday, May 26, 2022

**Dates are subject to change*

Special Education IEP Report Card

- Parents must be informed of their child's progress toward mastery of identified IEP goals

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and objectives.

- A special education IEP progress report must be included with the report card each six weeks, or as indicated by the ARD committee report.
- The IEP progress report must indicate the extent to which progress is sufficient to enable the child to achieve the IEP goals by the end of the year.

New Student Transfer Grades

When students transfer into the District during a marking period, the grades received from the sending school for the same or similar course will be calculated with the current course grades to compute the report card grade. Students who are in the district for less than 10 days within a marking period and the student did not transfer with grades from their previous district, then the student will not receive a report card. Data entry clerks will have 10 days to enter grades for new students who enroll at the campus.

Students who transfer from an unaccredited school or without grades will be required to complete locally developed assessments to determine their knowledge of previously taught concepts for the grade in which the student is being enrolled. The principal or designee will determine temporary placement for students for whom no records can be obtained and students enrolling from home schools and non-accredited private schools. The principal will consider information provided by the parent as well as informal assessments completed at the time of enrollment in placing the student in a class.

If the student does not have numerical grades, then the following conversion chart will be used:

A+	100		C+	79
A	95		C	75
A-	90		C-	70
B+	89		D+	69
B	85		D	65
B-	80		D-	60
			F	59-0

PROMOTION CRITERIA

Promotion and grade-level advancement are based on mastery of the curriculum and compliance with the district's attendance requirements. Decisions on promotion are based on report card grades and performance on state-administered assessment instruments, at grade levels designated by the state. Students who are identified as being at risk of not meeting learning

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standards will have an intervention plan that is designed to close learning gaps. To be promoted from one grade to the next, the student must:

Pre-Kindergarten and Kindergarten

Students in Pre-K and Kindergarten will be promoted to the next grade level. By the end of kindergarten, any student who is struggling academically in reading and/or math will be recommended to receive academic interventions. Retention of a student is not a practice in TMISD. However, a parent may provide the campus principal a written request to retain their student.

1st – 2nd grade

- Earn an overall yearly average of 70 or above for the year in all courses
- Earn a 70 or above in reading/language arts and math

3rd - 5th grade

- Earn an overall yearly average of 70 or above for the year in all courses
- Earn an average of 70 or above in reading, math, science, and social studies

The teacher of record will determine the final yearly grade based on the student's mastery of the grade level TEKS. A student who fails to meet the above criteria for promotion may be considered for retention.

Parent Request to Retain

Recent legislation, which went into effect on June 16, 2021, gives parents or guardians the right to opt for their child to:

- repeat prekindergarten;
- enroll in prekindergarten if the child was eligible to enroll in prekindergarten in the previous school year, under TEC, §29.153(b), and has not yet enrolled in kindergarten;
- repeat kindergarten;
- enroll in kindergarten if the child would have enrolled in kindergarten in the previous school year and has not yet enrolled in first grade; and
- for grades one through three, repeat the grade the student was enrolled in the previous school year.

Parents must make their request for retention in writing to campus administration.

GRADE CHANGES

Teacher Grade Changes

The only reasons for changing a student's grade after it has been recorded are:

- If there was an error in the computation of the student's grade; or
- If an error was made entering grades into the teacher's grade book; or
- If the district grading guidelines were not followed.

All such changes must be initiated by the teacher of record. The grade change request must be documented on the district's Grade Change Form and must be approved in writing by

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the principal and the rationale for the change kept on file. A principal may not arbitrarily change a grade. All changes must be made before the end of the next grading period.

After a marking period grade has been recorded, no additional class work may be accepted to improve a student's grade. If work assigned during the marking period was not completed due to excused absences, prolonged illness or extenuating circumstances, the student should receive an "INC," and the grade changes when the work is completed within the required time frame.

RETEACH and REASSESS FOR MASTERY

TMISD has provided a well-balanced curriculum based on state prescribed TEKS. Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards. TMISD will utilize ongoing mastery assessment to determine which students are in need of remediation (re-teaching and acceleration). The use of benchmark tests, teacher-made tests, performance assessment, formative assessment and teacher observations will help determine which students are not mastering instructional objectives.

1. Teachers will monitor and identify students who need re-teaching.
2. Teachers will provide re-teaching as necessary.
3. Students will be reevaluated after re-teaching has occurred. Reevaluation may include, but is not limited to, oral examination, special assignments or a formal test.

Retake/Redo Assessments

A student shall be permitted **one** opportunity to retake/redo any assessment for which the student received a failing grade (including failing grades due to work not submitted). This will allow the student an opportunity to earn a passing grade. The student shall be allowed at least one opportunity to retake/redo an assessment. The grade shall not exceed a 70 on the revised assignment. The higher of the two grades earned will be recorded. The classroom teacher shall be required to assign a grade that reflects the student's relative mastery of the assignment or test.

Prior to a student being offered the opportunity to redo/retake an assessment, the student must be provided at least one reteach session. This reteach can include small group lessons during class and/or accelerated learning time (WIN). The reteaching method is left to the professional judgement of the teacher based on the skill.

Acceleration

Acceleration is an integral part of the elementary instructional program for the 2022-2023 school year. Frequent evaluation, both formal and informal, will determine the need for acceleration and student growth.

- Provides frequent reinforcement and review so gaps are not created for students
- Occurs at the time the need is identified
- Allows the student to progress systematically through content without experiencing extended, frustrating periods of non-achievement
- Offers a variation in instructional approach – uses other techniques, strategies, materials, opportunities for review and practice
- Includes, but is not limited to, targeted small-group instruction, WIN time, WIN Wednesday, and Intersession.

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SPECIALIZED SERVICES

Section 504

A Section 504 Committee will determine appropriate accommodations to enable qualified students to receive a free and appropriate education. These accommodations may change the presentation of material, the method of student response, or the setting, timing or scheduling of instruction. Students under Section 504 must still master the TEKS of a course. It is the classroom teacher's responsibility to ensure that the accommodations are being implemented. In summary, students who fall under the protection of Section 504 should be graded in such a way that their disability does not affect their ability to demonstrate their knowledge of the subject matter.

Students with Dyslexia

A student with dyslexia may be eligible for protection under Section 504 or special education services. Accommodations will be determined by the appropriate committee for these students. Some students with dyslexia may not be eligible for any of these services, and regular grading policies and procedures should be followed.

Special Education

Students with disabilities receive instruction in a variety of settings as determined by the Admission, Review, and Dismissal (ARD) Committee. Each student with a qualifying disability must have an Individualized Education Plan (IEP) that is properly developed, implemented, and reviewed annually. Each student IEP reflects a schedule of services that provides instruction in the least restrictive environment that is appropriate to meet the student's educational needs.

Students with disabilities shall be instructed in the TEKS in a manner appropriate to their needs. The student's IEP must include a statement of measurable annual goals designed to meet the child's needs that result from the child's disability to enable them to have access in order to make progress in the general education curriculum. For students taking alternate assessments aligned to alternate achievement standards, the IEP must also include a description of benchmarks or short-term objectives. The following guidelines are meant to ensure that grades convey meaningful information to parents regarding their child's progress.

1. ***Students participating in the general education classroom without curriculum accommodations:*** The ARD Committee may determine that a student with a qualifying disability will be responsible for mastering the entire general education curriculum with accommodations only through support of the instructional strategies. Accommodations in instructional strategies alone, such as extra time or large-print textbooks, are not curriculum accommodations. Documentation reflecting the implementation of modifications is required. (See number 2) District grading policies will apply to students participating in the general education curriculum without curriculum modifications unless determined otherwise by the student's ARD Committee.
2. ***Students participating in the general education classroom with curriculum modifications:*** The ARD Committee may determine that a student with a qualifying disability is responsible for mastering only specific TEKS of a course and not the entire District curriculum. This is a modification to the curriculum and will be documented in the IEP, with a copy of the curricular changes provided to the instructional teacher(s).

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Notwithstanding, the student with a qualifying disability must be provided with the same opportunities to earn grades as non-disabled students such as extra credit points or non-content related points such as participation grades. Students receiving a modified curriculum in general education classrooms will receive their grade from the general classroom teacher or jointly with a special education teacher as determined by the ARD Committee.

3. ***Students participating in special education courses:*** Students who receive instruction in special education classes shall receive the grade from the appropriate special education teacher. The student's grade is not strictly a function of the student's ability to demonstrate progress on the goals/objectives selected by the ARD committee but may include other measures as determined by the ARD Committee. The ARD Committee must determine how progress toward the IEP goals will be measured and how that progress will be reported to the parents.

The report card may not be used as a substitute for reporting progress on IEP goals/objectives. Teachers are responsible for collecting data to aid ARD Committees in determining student progress on IEP goals/objectives.

Bilingual and English Learners (EL) Programs

All District learning and grading expectations apply to English Learners (ELs). In evaluating the progress of EL students, teachers must recognize the critical processes and features of second language acquisition, including cognitive, affective, and linguistic. Teachers must also make sure to provide students with appropriate instruction to enable EL students to meet these expectations at each student's level of proficiency in English. In addition, teachers are responsible for ensuring that the English Language Proficiency Standards (ELPS) are part of the planning process to ascertain that students have adequate support. EL students are not exempt from grades and should receive a grade based on the TEKS in all subjects for each marking period. All EL student's grades need to reflect their linguistic accommodations determined by the Language Proficiency Assessment Committee (LPAC) and the instructional accommodations and modifications determined by the students' Admission, Review, and Dismissal Committee (ARDC). EL students should not have failing grades due only to their limited English proficiency.

ACADEMIC DISHONESTY

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

ACCELERATED LEARNING COMMITTEE

Recent legislation made changes to grade advancement requirements based on STAAR results. Beginning fall 2021, any student who did not pass STAAR grades 3-8 or EOC assessments, must receive 30 hours of accelerated instruction per STAAR assessment that the student did not meet the passing standard. Accelerated instruction requires the delivery of supplemental instruction. Tuloso-Midway Intermediate has a dedicated accelerated instruction time embedded in the school day. Campuses will establish accelerated learning committees (ALCs) for students who did not pass the STAAR test in 3rd and 5th grade in math and/or reading.

