



Brownsville Independent School District
Department of Curriculum and Instruction



2016-2017 Secondary Grading Procedures

Board Approved on May 3, 2016

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Brownsville Independent School District

Employee Acknowledgment Form

BISD Board Policy **EIA (LOCAL)** mandates that the Superintendent or designee ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. EIA (Local) further requires that such guidelines make certain that grading reflects student achievement and that a sufficient number of grades are taken to support the grade average assigned. Equally important, this policy also requires that guidelines for grading are to be clearly communicated to students and parents.

The BISD Expectations for the Grading and Reporting of Student Progress are written to provide direction and equity in the manner in which student academic performance is evaluated and communicated. The information and policies described in the Grading Expectations are necessarily subject to change, and I acknowledge that revisions may occur. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing guidelines. Only the Superintendent's designee has the ability to adopt any revisions to the information in the Grading Expectations.

I understand that I should consult with my principal/department head regarding any questions I may have regarding the Grading Expectations. I further understand that it is my professional responsibility to read and comply with the policies and guidelines contained in the BISD Expectations for the Grading and Reporting of Student Progress (and any revisions made to it throughout the academic year).

Please sign and give this form to your campus principal or department head.

Employee's Signature

Date

Employee's Name (Typed or Printed)

Employee Number

This acknowledgement form will be kept by the campus principal or department head

Electronic access to the Grading Procedures can be found at

<http://www.bisd.us/Curriculum/grading.html>

Brownsville Independent School District

Quick Reference

Secondary Grading Procedures 2016 – 2017 Revisions

All	Update School Year, Page Numbers, Dates, and Grammatical Errors
All	Update Testing/EOC Information
All	Update Migrant Information
All	Update Special Education Information
All	Update 504/Dyslexia Information
6	Added TEC Section 28.0216 District Grading Procedures
12	Added “Provisional Grade Credit Analysis”
12	Added Section 28.0214: Finality of Grade
14	New Late Work Policy
28	Revised Middle School: Assessment/Daily Work Grades
36	Added Dual Enrollment Grades
43	Update Early College High School Information
47	Update Appendix B Migrant Information

Brownsville Independent School District

Table of Contents

General Introduction	5 – 25
Philosophy.....	5
Benchmark Philosophy	6
School Communications	7
Re-Teaching	8
Re-Testing	10
Attendance/Course Credit/Incomplete Grades.....	10
Make Up Work.....	13
Late Work.....	14
Lesson Plans/Grade Books.....	14
Secondary Homework Recommendations	16
Extracurricular Activities	19
Academic Dishonesty.....	21
Personal Graduation Plans.....	22
Summer School.....	23
Special Population Students	23
Concussion Management	25
Middle School Grading	26 – 32
Course Requirements for Students Grade 6 in 2015 – 2016	27
Middle School Grading.....	28
Student Success Initiative for Eighth Grade Students	31
High School Grading	33 – 44
Grading.....	34
Requirements for Graduation.....	40
Advanced Placement	41
Dual Enrollment	41
Appendices	45 – 53
Appendix A: Out of District Grade Conversion Table.....	46
Appendix B: Migrant Student Credits through the Migrant Lab Program	47
Appendix C: Guidelines for English Language Learners	50
Appendix D: Student Success Initiative (SSI) Grade 5 & 8 [EIE Local]	52
Appendix E: Accelerated Instruction or Grades 3 – 8 [EIE Local]	52
Appendix F: Current GPA Procedures	53

I. General Information

A. Philosophy

The Brownsville Independent School District's mission is to provide an equal educational opportunity for each student and to teach students in a way that ensures academic success, high standards of achievement, and fulfillment of the individual's potential. In order to assess progress towards the goal of student success, an effective grading and reporting system which accurately reports each student's educational achievement is required. The Brownsville Independent School District's grading and reporting system is based on the following philosophy:

- a. The basic consideration for grading is that of assessing the student's ability to function and achieve in relation to the mastery of the Texas Essential Knowledge and Skills as prescribed by the State and local school district for the various grade levels and/or subject areas. Grades assess the student's mastery (70%) of Texas Essential Knowledge and Skills and District objectives of the particular subject area and may be indicators of the student's preparation for successful employment.
- b. Student performance will be assessed through a variety of procedures such as written tests, daily work, oral recitation, assigned projects, and classroom participation, other forms of assessment, and make-up work and tests as per guidelines contained herein.
- c. Grades reflect the student's understanding and progress towards mastery of the course content and will not be reflective of student behavior.
- d. Since grading of student performance is of major importance, school personnel will exert maximum effort to maintain effective communication between the campus and the parent/guardian.
- e. Grades will reflect mastery of the Texas Essential Knowledge and Skills (TEKS) hierarchical learning based on Bloom's Taxonomy and Erickson's Structure of Knowledge with focus on higher-order thinking skills.
- f. Administering and/or withholding physical activity as a form of punishment or behavior management is an inappropriate practice.

Brownsville Independent School District

- g. Student behavior, absences, and/or tardiness will not be reflected in the course grade but, rather, in the appropriate section on the report card.
- h. Parents, students, teachers, and administration must abide by the B.I.S.D Grading Policy.

TEC Section 28.0216: District Grading Policy

A school district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. A district grading policy:

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

Added by Acts 2009, 81st Leg., R.S., Ch. 1236, Sec. 1, eff. June 19, 2009.

B. Benchmark Philosophy

In accordance with Chapter 74, the Brownsville Independent School District implements the Texas Essential Knowledge and Skills (TEKS) --- the state-mandated curriculum for all Texas students. To ensure that the appropriate grade level and/or content area TEKS are introduced in the appropriate sequence with the appropriate depth and complexity, BISD, with the assistance of District personnel including teachers, curriculum specialists, and main office personnel, have developed a scope and sequence for each grade level and/or content area.

In addition to content introduced in the scope and sequence for a designated testing period, the District Diagnostic Testing Program also helps to monitor student's understanding of appropriate knowledge and skills.

Beginning with the 2013 – 2014 school year, a school district may not administer to any student more than two benchmark assessments to prepare for a corresponding state-mandated assessment. This limitation does not apply to college preparation assessment,

including the TSI, PSAT, ACT-Plan, SAT, ACT, AP, IB, or independent classroom exams designed or adopted by the classroom teacher. A parent of a special needs student may, in accordance with commissioner rules, request additional benchmarks be administered to the parent's child. District diagnostic tests are administered for the purpose of:

- a. Ensuring that the objectives in the District's scope and sequence are being taught;
- b. Aligning and revising the District's scope and sequence;
- c. Providing campuses with data to assist them in analyzing student achievement;
- d. Assessing the student's mastery of objectives taught;
- e. Providing the District with overall information regarding student progress, and
- f. Exposing students to STAAR questioning format. All campuses must participate in the District Diagnostic Testing Program; however, individual campuses always had the option of administering additional campus-developed diagnostic assessments.

Whether or not diagnostic test scores will be counted as a grade will be an individual campus decision.

C. School Communication

- a. Progress Reports
 1. At the end of the first three weeks of a grading period, a progress report must be sent home for any student whose grade average in any class is lower than 70 and is in danger of failing. Progress reports will be given in numerical terms.
 2. Progress Reports are intended to inform parents and students of deficiencies that need to be corrected in course(s) in time for parent/teacher conferences to be scheduled. The notice must provide for the signature of the student's parent/guardian and be returned to the district for students who are failing. The report must include the number of times a student has been absent.
 3. The above mentioned requirements do not apply to married students. **[EIA Legal]**
 4. Schools may choose to provide progress reports to other students at their discretion.
 5. At the end of every six weeks or marking period, IEP Progress Reports must be sent home for any student in the Special Education Program. These IEP Progress

Brownsville Independent School District

Reports must report progress on their individual goals and objectives in academics/instructional behavior/related services.

b. Report Cards

1. Parents/Legal guardians will be provided written notice of a student's performance in each class or subject once every six weeks or marking period.
2. Adequate explanations to parents and students concerning the philosophy and purpose of report cards will be made.
3. If a student's level of achievement for the grading period is below the level required for course credit or grade level advancement, the report cards shall state the need for a conference between the appropriate teacher and the parent/guardian and shall summarize the requirements for advancement of course credit.
4. Teachers shall advise parents whether students are recommended or required to attend tutorial in the subsequent six-week grading period.
5. Parent/teacher conferences will be held at the end of the second and fourth six weeks or marking period of the school year.
6. Opportunities for parent-teacher conferences are strongly encouraged as a means of discussing and reviewing pupil **strengths** and weaknesses. Items for discussion may include, but are not limited to, student deficiencies regarding specific unit tests, chapter tests, daily work, and/or quizzes and attendance. [Example: group meetings, teacher, parent meetings, phone calls, etc.]
7. Home Access Center, the electronic grade book, can be accessed by parents through the Internet via an access code and password.
8. Grades shall reflect work that has been accommodated and modified according to a student's Individualized Education **Program** (IEP) or 504 plan or English Language Learner **Student Plan**.

D. Re-Teaching

- a. Re-teaching is defined as a differentiated presentation of content, usually to provide an additional opportunity for a student to learn. Re-teaching may vary from subject

to subject or from class to class, even from student to student. It may be as simple as repeating the concept. If the student still does not understand the concept, the teacher will use different materials or modalities to present the concept again. For example, if the initial instruction was primarily visual, the re-teach activity might be manipulative or, if the teacher used the deductive approach initially, the re-teach activity might include an inductive approach. In this way, the student will gain a new perspective on the task.

- b. Re-teaching is an integral part of the lesson cycle and may occur in many different situations. Some examples include:
 - 1. During direct teaching as a teacher checks for understanding;
 - 2. During guided practice as a teacher monitors;
 - 3. During independent practice as students work individually or in cooperative learning groups; and
 - 4. During morning and/or after school tutorials.
- c. Teachers should plan re-teaching strategies at the same time they are planning initial instruction. When this is done, alternative instructional strategies should be used and documented in lesson plans and/or syllabus.
- d. If initial re-teaching efforts are unsuccessful, the more complex process of remediation may be necessary. Remediation implies analysis of the learning task and further diagnosis of the student's needs, including the identification of deficient prerequisite skills. Remediation may occur in many different situations. Some examples include:
 - 1. As a teacher works with small groups during class time, other students work independently;
 - 2. In a tutorial class;
 - 3. During morning and/or after school;
 - 4. In a remedial class; and/or
 - 5. Migrant Lab (serves Migrant students).

- e. In applying re-teaching procedures or remediation, school administrators and teachers need to ensure fairness and promote success for all students.
- f. Re-teaching is important and school administrators and teachers are responsible for seeing that it happens. Collegial sharing of ideas is encouraged.

E. Retesting

- a. Retesting will take place upon student failure and student request except for research papers, major projects, benchmarks, six weeks test(s) and semester exams. **It is the student's responsibility to make arrangements for the retest.** No retests are available for student who received a "0" for cheating.
- b. The student must schedule the retest within five (5) school days after earning the failing grade, except under extenuating circumstance determined by the principal.
- c. The student may raise his/her score to a **maximum of 70** on the test by taking the retest.
- d. A student may not be retested more than one time for any given original major assessment.
- e. Retesting Procedures apply to all students. Dual Enrollment must follow University grading procedures.

F. Attendance/Course Credit/Incomplete Grades

- a. If UIL extracurricular activities are scheduled during the school day and students miss class to participate, then teachers will be informed in writing prior to the event.
- b. Students shall be permitted to make up assignments or tests they miss due to an absence. Teachers shall inform their students of the time allotted for completing make-up work after an absence; however, the students shall be responsible for completing the assignment within the allotted time. **A student may not expect make-up work and tests to be identical to work/tests done by the class during his/her absence.**
- c. Any student with less than 90% attendance of the required number of days that a class is offered in a marking period shall be subject to loss of credit in the course(s) where excessive absences have been recorded. A grade/or credit may be reinstated if

Brownsville Independent School District

the student is approved for such by an attendance committee composed of a teacher, a counselor, and an administrator. The student may appeal the decision of the attendance committee to the [District Attendance Committee](#).

- d. [Students with special needs and/or identified in the §504 program, who may have experienced extenuating circumstances that impacted school attendance, \(medical or psychological treatment\) may have their credit restored by their Admission, Review, and Dismissal Committee \(ARDC\) or §504 Committee beyond the 15th day timeline for appeal purposes, with presentation of appropriate documentation, for consideration.](#)
- e. Upon the third consecutive day of student's absence from the classroom, contact should be made by the teacher with the parents of the student to discuss reasons for [the](#) absence. Procedures to implement this will be developed at each campus.
- f. If a student transfers into the school from another school in the District or from another accredited school, the grades – in – progress from the sending school will be used to calculate the student's grade as appropriate.
- g. An "incomplete" grade recorded for any grading period, except in the case of migrant students, must be made up within ten academic calendar days of the beginning of the next grading period. ESL students whose classification is Beginner or Intermediate*, based on the District's assessment and LPAC recommendation and, in extenuating circumstances, with permission of the campus principal, may also be granted additional time. Work not completed within the specified time will be given zero (0) credit and averaged with the other work.

*Beginner and Intermediate students entering school between the 7th and 12th week of the first semester must be afforded the opportunity to complete course work for the 1st and 2nd six weeks or marking periods. Beginner and Intermediate students who fall into this category must complete all first semester course work and take the mid – term exam by the end of the 5th six weeks or marking period.

An "incomplete" six weeks or marking period grade due to absences must be made up within the next six weeks reporting period.

Brownsville Independent School District

- h. Grade level advancement for students in grades 9 – 12 shall be earned by course credits and other proficiency criteria where applicable. Changes in grade level classification shall be made two times per year prior to the beginning of the fall and spring semester. **[EIE LOCAL]**
- i. The high school LUCHA will work with ELLs coming from Mexico and collaborate with the student's counselor and conduct "Provisional Grade Credit Analysis" (GCA). Student will be placed promptly in the appropriate classes. If necessary, UT will obtain any additional educational records and forward their analysis to the appropriate high school. High school counselors will be responsible for coordinating with the campus registrar to ensure these out-of-district courses are accurately placed in the student's official high school transcript.

State Board of Education rule requires that student transcripts be evaluated and students be placed "promptly in the appropriate grade and/or subjects." (19 Tex. Admin. Code §74.26(a) (2)). All districts and charters should be able to evaluate a transcript and appropriately place a student within 30 days of enrollment. A school district must ensure that the records or transcripts of an out-of-state or out-of-country transfer student (including foreign exchange students) or a transfer student from a Texas nonpublic school are evaluated and that the student is placed in appropriate classes promptly. The district may use a variety of methods to verify the content of courses for which a transfer student has earned credit. §74.26. Award of Credit.

- j. With the exception of migrant students, an "incomplete" grade recorded for the sixth six weeks (marking period) of the second semester must be made up by September 1 or within five days of the first day of attendance of the fall semester. Work not completed within the specified time will be given zero (0) credit and averaged with the other work.

For Migrant students, the incomplete may be carried six months from the date of next enrollment.

TEC Section 28.0214: Finality of Grade

- a. An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the school district grading policy applicable to the grade, as determined by the board of trustees of the school district in which the teacher is employed.

Brownsville Independent School District

- b. A determination by the school district board of trustees under subsection (a) is not subject to appeal. This subsection does not prohibit an appeal related to a student's eligibility to participate in extracurricular activities under Section 33.081.

Added by Acts 2003, 78th Leg., Ch. 194, Sec. 1, and effective June 2, 2003.

Renumbered from Education Code, Section 28.0212 by Acts 2005, 79th Leg., Ch. 728, Sec. 23.001(14), eff. September 1, 2005.

G. Make Up Work

- a. No student, who has an excused or unexcused absence, will be refused an opportunity to make up work if he/she is absent. **The student will be given the same number of days to make up the work and turn in their work as the same number of days he/she was absent.**
- b. Students who are absent on an announced test day will be expected to take a test upon return. If any student has been absent the day prior to an announced test and if nothing new has been covered, the student will be expected to take the test at the regularly scheduled time. If the student has been absent two or more days, the student will immediately make arrangements with the teacher for the makeup test.
- c. Any student who does not appear for a prearranged make up test or does not meet his prearranged due date for other work may receive a zero (0) on that test, work, or retesting.
- d. Any student missing work due to participation in extracurricular activities must make prior arrangements with the teacher for work that will be missed prior to the absence.
- e. If a student has been sent to "in school suspension," (ISS), he /she is to receive grades for assigned work completed while there. Work not completed in ISS may be recorded as a zero.
- f. If a student has been sent to the Brownsville Academic Center (BAC), he/she is to receive grades for assigned work completed while there. If a student does not

complete the assigned work, he/she will not receive credit. Campuses are encouraged to outline procedures within campus faculty and student handbooks.

- g. A student should not expect make up work and tests to be identical to that done in class during his/her absence.
- h. Truant students (students who are absent without permission) will be provided the opportunity to make up work and major assessments.

[See District Code of Conduct for definition of truancy.]

[See EIAB Local for restrictions on grade penalties and unexcused absences.]

- i. Students who are petitioning the attendance committee for credit (removal of NC due to excessive absences) must have met the teacher's/school's make – up work requirements.
- j. Students have 15 school days at the end of each semester in which to appeal an NC status.
- k. Work that a student fails to complete in class due to extenuating circumstances may be made up at the discretion of the teacher.
- l. NC's for students receiving special education services will be removed and grades shall be reinstated-after the appropriate documentation has been completed/submitted.

H. Late Work Policy:

Late work is defined as any work completed and turned in after a designated due date. A teacher's late work policy must be stated on the course syllabus and approved by the principal prior to the first day of class.

I. Lesson Plans and Grade Books

- a. Daily lesson plans are required for several reasons:
 - 1. To assist the teacher in planning for **differentiated** instruction;
 - 2. To document that instruction has included state, district, and campus objectives reflecting required TEKS and ELPS/Language objective and Sheltered Instruction must be reflected to meet the needs of English Language Learners students; and

Brownsville Independent School District

3. To provide for continued instruction when substitute teachers are necessary.
- b. Lesson Plan Procedures
1. Lesson plans should be turned in on a weekly basis prior to actual use. This schedule will be established in each building.
 2. A copy of required [instructional](#) accommodations for [Special Education](#) or English Language Learners students must be given to the classroom teacher and maintained in a confidential file. [Lesson Plans should reflect accommodations/modifications as implemented for students with an individualized education program \(IEP\) and/or 504 plan. Documentation in the lesson plan books should be in accordance with FERPA requirements in which no clearly identifiable student identity is documented.](#) This procedure applies to students who have Section 504 Accommodations as well.
 3. Student work must reflect standards of excellence which include, but are not limited to:
 - a.) Correct spelling, punctuation, grammar, and organization in a written product approximating the quality of a finished product, not first draft;
 - b.) Accuracy of information, research, and investigative strategies reflective of scientific methods; and
 - c.) Evidence of mastery of higher order thinking based on Bloom's Taxonomy, Erickson's Structure of Knowledge, and focused on application, analysis, synthesis, and evaluation.
- c. In order to be consistent with the philosophy of student success and equity of educational opportunity delineated on page one of this document, all teachers are required to provide teacher-prepared final exam guides for all students in each course. Lesson plans and grade books must reflect the extensive data collected on each student, using instruments such as the following:
- 1.) Problem – situations tests;
 - 2.) Oral presentations;
 - 3.) Projects or independent study;

- 4.) Analysis of creative products;
 - 5.) Skills demonstrations or performance;
 - 6.) Essay examinations with definite questions;
 - 7.) Traditional essay examinations with general questions;
 - 8.) Compositions appropriate to the subject;
 - 9.) Daily recitations or papers;
 - 10.) Short – answer objective tests or quizzes;
 - 11.) Teacher observation;
 - 12.) Portfolio assessment;
 - 13.) Homework;
 - 14.) Notebooks/Journals; and/or
 - 15.) Student Performance Record.
- d. Supplemental reading materials distributed to students by teachers must be approved by principals and/or their designees. This includes videos, books, pamphlets, etc. Materials found in school libraries and purchased through District funding sources have prior approval of the principal by virtue of his/her signature on the Purchase Order.
- e. Grades should reflect accommodations and modifications according to a student's Individualized Education Plan (IEP) and/or 504 plan.

J. Secondary Homework Recommendations

- a. **Rationale:** A major goal of the instructional program is to assist students in becoming committed to the process of learning. Learning is not restricted to the classroom, but is a continuous process. Homework is defined as out-of-class tasks assigned to students as an extension or elaboration of classroom work. There are three types of homework: **practice, preparation, and extension**. The basic objectives of homework are to reinforce the application of previously taught concepts, principles, and skills; extend student learning; and promote creative thinking and independent research.
- Practice assignments** reinforce newly acquired skills and previously introduced skills that students may need to review. For example, students who have just learned a new

method of solving a mathematical problem should be given sample problems that [allow them to practice the new method](#). **Preparation assignments** help students get ready for activities that will occur in the classroom. Homework assignments may also prepare students for the introduction of new information and may include reading assignments and book reports. Students may, for example, be required to do background research on a topic to be discussed later in class. **Extension assignments** are frequently long-term continuing projects that parallel class work. Students must apply previous learning to complete these assignments, which include science fair projects and term papers.

Assigning homework serves various educational needs. It serves as an intellectual discipline, establishes study habits, and eases time constraints on the amount of curricular material that can be taught in class, and supplements and reinforces work done in school. In addition, it fosters student initiative, independence, and responsibility and brings home and school closer together.

Homework provides an essential communication link between the school and the home. One measure of a program or course is the quality of the work done at home by the student. A sound program of homework may enhance a strong home-school partnership. In addition, homework should be a tool in developing independent thought, self-direction, and self-discipline. It may assist the student in developing good work habits and in the wise use of time.

b. Guidelines for homework include:

1. **Carefully Monitor the Amount of Homework Assigned:** The amount of homework should be appropriate for the student's age and not take too much time away from other home activities (Marzano & Pickering).

The National Education Association and the Parent Teacher Association, recommend the maximum amount of nightly homework should not exceed 10 minutes per grade level per night, all subjects combined. That is, a 1st grader should have no more than 10 minutes of homework per night, a 6th grader no more than 60 minutes per night, and a 12th grader no more than 120 minutes per night.

But we know that students differ in their "working speed." A 20-minute assignment for one student could be a 60-minute assignment for another student. Homework may need to be **differentiated to fit individual needs**. Homework tasks can be differentiated by length, by difficulty, or by which concepts specific students need help understanding. Homework can also be differentiated by how students demonstrate learning. For instance, [a student with a learning disability](#) may explain their understanding of a concept by using a tape recorder instead of writing their response (Vatterott) [as documented in their IEP](#).

2. **Feedback, Grading, and Support:** Timely and specific feedback on homework can improve student achievement. Teachers may not have enough time to provide extensive feedback on every homework assignment, but they can make this task more practicable by using different methods to comment on homework. For example, a teacher might set up opportunities for students to share their work with each other and offer peer feedback; or when students are practicing a skill for homework, they can be asked to keep track of their accuracy and speed. Another option is to have students keep a homework portfolio that is collected and commented on once a week. (Marzano et al., p. 123) [\[Refer to Late Work Policy\]](#) Support programs during the school day (e.g., during an academic lab period) and/or after-school programs can help students who are either unwilling or unable to complete homework at home. The most successful homework support programs provide mandatory early intervention (e.g., students must attend when missing three assignments) and voluntary drop-in service for students who prefer the school environment for homework (Vatterott).

3. Recommended Homework Minute Breakdown

<u>Middle School</u>	
70 up to 80 minutes each night	
• Reading/English/Writing	25–30 minutes 3–5 times a week
• Science	20–25 minutes 2–3 times a week
• Math	20–25 minutes 4 times a week
• Social Studies	20–25 minutes 2–3 times a week
<u>High School</u>	
90 up to 120 minutes each night	
• Reading/English/Writing	30 minutes 5 times a week
• Science	30 minutes 3 times a week
• Math	30 minutes 5 times a week
• Social Studies	30 minutes 3 times a week

K. Extracurricular Activities

A student who participates in extracurricular activities shall be ineligible for participation in any extracurricular contest or performance sponsored or sanctioned by the school district or UIL after a grade evaluation period in which the student receives a grade lower than the equivalent of 70 in any academic class or a 60 in those identified as level two or three on a scale of 100 [as evidenced on page 40](#) of this document for eligibility [according to District Policy.] An ineligible suspended student may practice or rehearse with other students during the period of ineligibility. Identified courses in which a 60 on a scale of 100 is the lowest grade a student can receive are listed in the District’s Course Listing Guide approved annually by the Board of Trustees.

[Refer to 2015 High School Course Listing Guide page 47.] Additionally,

- All students passing all courses for the grading period remain UIL eligible throughout the next grading period.
- Semester average and semester final exam grades have no bearing on UIL eligibility.
- Grades are accumulated from the first day of the grading period through the end of the grading period.
- UIL ineligible students [can](#) regain UIL eligibility seven calendar days from the three-week grading period or [the](#) end of [the](#) grading period.

- e. Students who become ineligible will not lose eligibility until seven calendar days after the end of the grading period.
- f. The three-week grading period reflects only school weeks and does not include holidays and semester breaks.
- g. A student shall be ineligible for participation in a contest or performance sponsored or sanctioned by the District or UIL after a six week evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class.
- h. The grade evaluation period is defined as the first six weeks or marking period of a semester and each six week grade reporting period thereafter. [FM Legal]
- i. Ineligible students regain eligibility seven calendar days from the three – week evaluation period or end of the grading period.

Once a student becomes “ineligible,” his/her grades are checked at the end of the 3rd week of the next grading period. At that point if the student is passing all of his/her classes with a grade of 70 or above, his/her will regain eligibility 7 calendar days after the three week grading period. However, if the student has one class with a grade below 70, his/her will remain ineligible until the end of the six weeks when his/her grades will be evaluated again.

- j. Ineligible students may participate in extracurricular practices, but not in contests or performances.

Changes in UIL rules and regulations will be strictly adhered to immediately upon receipt of the same. For more information refer to TEA/UIL No Pass/No Play Rule and SB 33.081[c, d, and f].

- k. For Special Education purposes, special consideration should be given to the following:
 - 1. If a student’s grade is derived without following the required accommodations/modifications outlined in his/her IEP, the grade is invalid and a new grade must be determined after modifications are in place.

2. Students with special needs [and](#)/or identified in the §504 program, who may have experienced extenuating circumstances that impacted school attendance, (medical or psychological treatment) may have their credit restored by their Admission, Review, and Dismissal Committee (ARDC) or §504 Committee beyond the 15 day timelines for appeal purposes, with presentation of appropriate documentation for consideration.
- l. For section 504 purposes, special considerations should be given to the following:
 1. If a student's grade is derived without following the required accommodations outlined in his/her [Student Services Plan](#), the grade is invalid and a new grade must be determined after accommodations are implemented.
- m. All high school courses taken in middle school, with the exception of instructional modules shall be considered as advanced level for UIL eligibility.

L. Academic Dishonesty/Cheating [EIA Local]

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 but [is](#) not limited to cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The penalty for cheating will be a zero for work involved and the student will be subject to appropriate disciplinary action in cheating offenses. All students involved will be subject to disciplinary action. 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.

- a. Cheating is interpreted as a procedure which involves the unauthorized giving or receiving help, offering or seeking aid, or the use of material prepared in advance for use on an assignment/assessment. Cheating also involves the use of electronic devices, books, or notes in any form being used during an examination without the permission of the teacher. Retesting will not be allowed in this situation.

- b. Plagiarism consists of representing another person's ideas or writings as one's own, including but not limited to cutting and pasting from Internet sources. Plagiarism will be considered cheating, and is subject to **EIA [Local]**.
- c. If a student cheats on any part of a test and/or assignment given in parts that is administered on separate days, he will receive a zero(s) only in the part where the cheating occurred.
- d. All students involved in academic dishonesty may be subject to disciplinary action stipulated in the EIA [Local] and BISD Student Code of Conduct. A teacher that determines the student has violated the academic dishonesty policy is required to file a discipline referral and must notify the child's parents or legal guardians of the academic dishonesty.

NOTE: Involvement in academic dishonesty may affect a student's eligibility for student honors, student leadership positions, and membership in some student organizations. A discipline consequence may be assigned to a student found guilty of cheating.

M. Personal Graduation Plans

- a. A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state – mandated assessment test or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9.

The PGP will be designed and implemented by a counselor, teacher, or other staff member designated by the principal. The plan will identify the student's educational goals and include consideration of the parent's educational expectations for the student.
- b. For students receiving special education services, the personal graduation plan is developed by the ARD committee as part of the individual education program (IEP) in accordance to TEC 29.005. An intensive program of instruction (IPI) must be developed for any student who has not met passing standards on the state assessment.

N. Summer School

- a. The grade received for a summer class being taken because of a course failure during the regular school year will be given Level I weight (Regaining of Credit Program.)
- b. All students will be afforded the opportunity to participate in extended year sessions for regaining and gaining of credit. Grade weight will be awarded according to the class offering.

O. Special Population Students

- a. Students **receiving** Special Education **Services** will follow the BISD grading/retention procedures. Any necessary deviations will be **presented to** the ARD committee and will be documented in the student's Individual Education Plan (IEP). The student's Individual Education Plan may include accommodations/modifications that enable the student to successfully meet the district's grading/retention procedures. All students in Special Education will receive a standardized district report card. Grades must be entered into the Online Grading System (Teacher Access Center – **TAC**.) Numerical grades will be used for all students who are enrolled in grades 1st through 12th.
- b. Instructional accommodations/modifications for students in Special Education must be followed as determined by an ARD Committee. If a student's grade is derived without following the required accommodations/modification outlined in his/her IEP, the grade is invalid and a new grade must be determined after accommodations/modifications are in place. Implementation of accommodations/modifications is the responsibility of the General Education teacher and/or Special Education teacher. Campus administrators and Special Education Supervisors shall monitor the implementation of the accommodations/modifications.
- c. Students in Special Education must receive an IEP Progress Report every six weeks or marking period reporting on academics, behavior, and/or instructional/related services as determined by student's goals and objectives.
- d. All students, receiving special education services, regardless of their instructional placement, must have a schedule in eSchool Plus that is aligned to the schedule in general education. The eSchool Plus schedule must match the Schedule of Services in

Brownsville Independent School District

the student's IEP. It is the expectation that all students will be provided instruction on grade level TEKS, regardless of their instructional setting.

- e. The Admission, Review and Dismissal Committee (ARDC) determines, on an individual basis, the need for instructional accommodations/modifications. The accommodations/modifications apply to daily work assignments, homework, and grading techniques. Accommodations/modifications do not apply to the calculation of the final grade.
- f. For a student who is receiving special education services and who is not earning passing grades, the failure should be addressed and documented by special education/general education teacher(s). This failure should be addressed a minimum of every six weeks.
- g. Lesson Plans should reflect accommodations/modifications as implemented for students with an Individualized Education Program (IEP)/504 Plan. Documentation in lesson plan books should be in accordance with FERPA requirements in which no clearly identifiable student identity is documented.
- h. The Section 504 Committee determines, on an individual basis, the need for instructional accommodations. Section 504/Dyslexia guidelines for accommodations will be followed. Monitoring of these guidelines is the responsibility of the regular education teacher, dyslexia teacher (if applicable), campus administrators, and Campus Section 504 Coordinators.) If a student's grade is derived without following the required accommodations outlined in his/her Individual Accommodation Plan (IAP), the grade is invalid and a new grade must be determined after accommodations are implemented.
- i. Students in Section 504 will follow the BISD grading/retention procedures. Any necessary accommodations will be determined by the Section 504 committee and will be documented in the Student Services Plan. The Student Services Plan may include accommodations that enable the student to successfully meet the district's grading procedures. All students in Section 504 will receive a standardized district report card. In measuring the academic or proficiency of a student with disabilities

identified under Section 504, the student's potential for achievement or proficiency in the area must be considered by the Section 504 committee.

j. Concussion Management

Any student who is observed to, or suspected of, sustaining a brain injury needs to be monitored for any possible negative impact on their ability to learn as well as any health-related needs at school. Concussion injuries can directly impact a student's learning ability. School staff should be familiar with the *Signs and Symptoms* of a concussion. Students who display signs and/or symptoms of a concussion will follow the BISD "Return-to-Learn Protocol". The Principal shall establish a Campus Team, which will monitor an individual student's academic and physical progress. It shall be the responsibility of the Campus Team to follow the "Return-to-School Framework" that will allow the student to recover from the injury without adversely affecting achievement. <http://www.bisd.us/Dyslexia/>

- k. The Language Proficiency Assessment Committee (LPAC) determines student placement and category assignment in the ESL program. [English Language Learners \(ELLs\)](#) in the ESL program must show mastery of the Texas Essential Knowledge and Skills (TEKS) as per Chapter 75/Chapter 89. [ELLs](#) will follow the district grading procedures. The Language Proficiency [Assessment](#) Committee determines, on an individual basis, the need for linguistic instructional accommodations for identified English Language Learners. The guidelines for linguistic accommodations will be followed. The student's English Language Learner [Student Plan](#) may include goals and objectives, instructional accommodations, and [extended](#) web-based instructional supplemental support.

GRADING MIDDLE SCHOOL

Course Requirements for Students Grade 6 in 2016 – 2017

Course Requirements for Grade 6	Semester	Promotion Requirements
Reading	2	Pass each core area course with a 70% Final Average
English/ESL	2	
Mathematics	2	
Social Studies (World Societies)	2	
Science	2	
Physical Education or Pre-Athletics/Health or PE Dance or PE Ballroom Dance	2	Pass Electives with a 70% overall yearly average (composite)
Two Electives:	4	
Band, Choir, Art or Dance Tech Appls		
Course Requirements for Grade 7	Semester	Promotion/Retention Requirements
Reading	2	Pass each core area course with a 70% Final Average
English/ESL	2	
Mathematics	2	
Texas History	2	
Science	2	
Physical Education or Athletics or PE Dance or PE Ballroom Dance	2	Pass Electives with a 70% overall yearly average (composite)
Two Electives:	4	
Band, Choir, Art or Dance Spanish, Tech Appls		
Course Requirements for Grade 8	Semester	Promotion/Retention Requirements
Reading	2	Grade Advancement Requirement: Meet passing standards for Required State Assessments Pass each core area course with a 70% Final Average
English/ESL	2	
Mathematics	2	
US History	2	
Science	2	
Health and Exploring Careers	2	
Two Electives:	4	Pass Electives with a 70% overall yearly average (composite)
Band, Choir, Art or Dance Spanish or, Concepts of Engineering, Athletics		

Required Middle School Electives	
Career Explorations	1 Semester
Fine Arts	2 Semesters
Health	2 Semesters
Physical Education	4 Semesters

I. Middle School Grading

Grade Reporting: In order to maintain current information for parents/guardians, teachers are to grade and post assignments within seven calendar days from the due date.

A. Grading Scale: The following grading scale applies in defining progress of mastery of the TEKS.

90 – 100	Excellent Progress
80 – 89	Good Progress
75 – 79	Satisfactory Progress
70 – 74	Danger of Failing
69 - below	Failing

B. Middle School Courses: Six Weeks Grades

Grades should reflect the academic progress of a student.

1. Major assessments are fifty percent (50%) of the grade. This must include a **minimum** of **three assessments** per six weeks. Examples of major assessments include, but are not restricted to: reports, research papers, tests and projects. Major projects and/or subjective assignments will contain a rubric clearly defined criteria. BISD strongly encourages campuses to administer six weeks or marking period exams.

Higher Order Thinking Skills should be included in major assessments.

* One out of the **three assessments** per six weeks or marking period may be a major project.

Major projects must have a rubric with clearly defined criteria which:

- a. Are shared in written form with students prior to the assignment and/or assessment;

- b. Reflect the TEKS and curriculum objectives covered during the instructional segment of time immediately prior to or during the assignment of the project; and
- c. Have clearly delineated weights which are also shared with students prior to assignment and/or assessment.

NOTE: Semester Exams are not included in the Major Assessment category.

- 2. Daily Grades are fifty percent (50%) of the grade. These must include **minimum** of **five daily grades** per six weeks. Quizzes, assignments, homework, and notebooks may be considered daily assessments.
- 3. By the end of the third week of the six weeks/marketing period, a minimum of 2 test grades and 3 daily grades will be documented for each student who has been in attendance for at least 15 days of the six weeks/marketing period.
- 4. Grades should be rounded off.

Example

$$69.1 - 69.4 = 69$$
$$69.5 - 69.9 = 70$$

C. High School Courses: Six Weeks Grades (applies to all high school courses taught at the middle school level for high school credit only)

- 1. For each six week grading period, the average of the major assessments (minimum of three) will count twice as much as the average of the minor assessments (minimum of five). Teachers are encouraged to collect more than three major and five minor assessments per six weeks as appropriate to the needs of the students and the subject matter being assessed.

2. Mathematical Formula

$$[2 (\text{Avg. major}) + \text{Avg. minor}] / 3 = \text{Grading Period Average}$$

3. Example:

Major Assessment Grade Average: 69

Minor Assessment Grade Average: 75

$$[2(69) + 75] / 3 = \text{Grading Period Average}$$

$$[138 + 75] / 3 = \text{Grading Period Average}$$

$$213 / 3 = 71$$

4. Examples of minor assessments include but are not restricted to:
oral reports, quizzes.
5. Examples of major assessments include but are not restricted to: projects,
reports, research papers.
6. High School courses successfully completed in middle school will not be
figured into and/or weighted into the student's high school grade point
average (GPA).
7. The respective **End of Course (EOC) Exams**, where applicable, must be
administered to students [enrolled in a](#) high school course-in middle school.

D. Honor Roll and National Junior Honor Society

Honor roll is based on academic average and is a **campus option**. If a campus chooses to initiate the honor roll program, the guidelines which will be followed are:

1. "A" Honor Roll: The overall average of all courses must be 89.5 or above
for the current six weeks or marking period only.
2. "B" Honor Roll: The overall average of all courses must be 79.5 – 89.4 for
[the](#) current six weeks or marking period only.
3. There is no ranking of students at Middle School.
4. **National Junior Honor Society** is based on academic average and other
criteria as stipulated by NJHS.

E. Semester Test

The Semester Test, the final test given at the end of each semester, will be a comprehensive examination covering the Texas Essential Knowledge and Skills (TEKS) prescribed by the state and district for the entire semester. The final examination will count one – fourth (1/4) of the total semester grade.

F. Semester Grade

The Marking Period (MP) or Semester Grade is the average of the three (3) six week grading periods.

1. The three (3) six week grading periods are added to final exam (FXM) grade and divided by four (4) to arrive at the semester grade. If the semester grade coincides with a UIL reporting date, then the final exam will not be included in the equations described above to determine UIL eligibility.
2. Formula for calculating Semester Grade

$$(1^{\text{st}} \text{ six weeks average} + 2^{\text{nd}} \text{ six weeks average} + 3^{\text{rd}} \text{ six weeks average} + \text{Semester Exam Grade}) / 4 = \text{Semester Grade}$$

3. Semester Final Exam Exemptions are not part of the formula for calculating Semester Grades; therefore, **they are** not allowed for any BISD course offering.

G. Yearly Grade Average

The yearly grade average is computed by averaging the two semester grades where applicable. This yearly average will then be placed in the grade book. The computer will do the calculation and post the final grade on the label to be posted in the permanent record card.

II. Student Success Initiative for Eighth Grade Students

The Student Success Initiative is in effect for students in eighth grade.

According to House Bill 3, Section 28 –

1. Each time a student fails to perform satisfactorily on any STAAR assessment, the District shall provide the student with accelerated instruction in the

applicable subject area, which may include instruction outside normal school operating hours. The District shall also notify the student's parents of the failure, the accelerated instruction, and the possibility of retention.

2. With the revised TEKS in mathematics adopted by the State Board of Education in April 2012, the revised TEKS for kindergarten through eighth grade were implemented in classrooms and in the 3 – 8 assessment program in the 2014 – 2015 school year. The revised TEKS for high school mathematics, including Algebra I and II are expected to be implemented in classrooms and in the assessments in the 2016 – 2017 school year. For the 2016 – 2017 school year, SSI will be in effect for reading and mathematics in grades 5 and 8.
3. A student who fails to perform satisfactorily after three attempts may only advance to the next grade by unanimous decision of the student's Grade Placement Committee. The District shall give the parent written notice of their right and opportunity to appeal a decision to retain. The Grade Placement Committee must consider the following when determining whether a student should be promoted to the next grade:
 - a. The recommendation of the student's teacher;
 - b. The student's grade in each subject or course;
 - c. The student's score on SSI STAAR assessments in 5 and 8 grades; and
 - d. Any other necessary academic information.

A student who fails the reading and/or mathematics STAAR in grade 8, and is promoted to the next grade level, must complete the required accelerated instruction as a condition for promotion. H.B. 3, Section 28

4. The District is not precluded from retaining a student who performs satisfactorily on reading and/or mathematics STAAR.
5. Students serviced through Special Education Program will follow SSI guidelines as stipulated in the GPC manual.

GRADING HIGH SCHOOL

I. Grading

Grade Reporting: In order to maintain current information for parents/guardians, teachers are to grade and post assignments within 7 calendar days from the due date.

A. Grading Scale: The following grading scale applies defining progress of mastery of the TEKS.

90 – 100	Excellent Progress
80 – 89	Good Progress
75 – 79	Satisfactory Progress
70 – 74	Danger of Failing
69 - below	Failing

B. Six Week Grades (Marking Periods)

- For each six week grading period, the average of the major assessments (minimum of three) will count twice as much as the average of the minor assessments (minimum of five.) Teachers are encouraged to collect more than three major and five minor assessments per six weeks or marking period as appropriate to the needs of the students and subject matter being assessed.

2. Mathematical Formula

$$[2 (\text{average major assessments}) + (\text{average minor assessments})] / 3 = \text{Grading Period Average}$$

3. Example

Major Assessment Grade Average – 69

Minor Assessment Grade Average – 75

$[2 (\text{average major assessments}) + (\text{average minor assessments})] / 3 = \text{Grading Period Average}$

$[2(69) + 75] / 3 = \text{Grading Period Average}$

$[138 + 75] / 3 = \text{Grading Period Average}$

$213 / 3 = 71$

4. Examples of minor assessments include, but are not restricted to:

oral reports, quizzes, and class participation.

5. Examples of major assessments include, but are not restricted to: projects, reports, research papers, and tests.

C. Semester Grades

1. The Semester Grade is the average of the three (3) six week grading periods.

2. The three (3) six week grading periods are added to final exam (FXM) grade and divided by four (4) to arrive at the semester grade. When the semester grade coincides with a UIL reporting date, the final exam will not be included in the equation described above to determine UIL eligibility.

3. Formula for calculating Semester Grade

$(1^{\text{st}} \text{ six weeks average} + 2^{\text{nd}} \text{ six weeks average} + 3^{\text{rd}} \text{ six weeks average} + \text{Semester Exam Grade}) / 4 = \text{Semester Grade}$

4. Semester Final Exam Exemptions are not part of the formula for calculating Semester Grades; therefore, **they are** not allowed for any BISD course offering.

D. Yearly Grades

1. For continuing courses (English IA and IB), the yearly grade is the average of the two semester grades.

2. For a continuing course, if a student's semester grade is below 70%, but the average of the two semester grades is 70% or above, the student is awarded credit for both semesters.

English IA and English IB

English IA Semester Grade: 65% + English IB Semester Grade: 77% / 2 = 71%

Student is awarded credit for both semesters.

3. To receive credit in a one-half (1/2) unit course the HALF UNIT GRADE MUST BE 70% or ABOVE.

4. Dual Enrollment Courses

- a. Grade reporting for dual courses will follow the Institute of Higher Education (IHE).
- b. Grade reporting for B.I.S.D. dual courses grades will follow the B.I.S.D grading procedures.

E. Instructional Modules – Grading Procedures (Applies to all module driven programs.)

A grade of 70 or above is considered a passing grade for all modules.

1. Module Grading Average Procedure.

Module Average: Add all module grades and divide by the number of grades times three plus Final Exam grade divided by four.

Module Average = 3/4

Final Grade = 1/4

Mathematical Formula: $[(\text{Sum of Modules} \div \text{number of grades}) \times 3 + \text{Final Exam}] \div 4 = \text{Average}$

Modules

1 = 81

2 = 84

3 = 82

4 = 80

327

1. Sum of Modules = 327

2. $327 \div 4$ (Modules) = 82

3. $82 \times 3 = 246$

4. $246 + 90$ (Final Exam Grade) = 336

5. $336 \div 4 = 84$ (Average)

Average = 84

2. Module Mastery Level

- Each module grade must equal to a 70 or better.
- The final exam grade must equal to a 70 or better.
- The final average, after adding the module grades divided by the number of modules $\times 3$ plus the final exam divided by 4, must equal to a 70 or better. (Final average passing grade equals to a 70 or above.) Example:

Module Grades $81 + 84 + 82 + 80 = 327$

Final Exam = 90

$327 \div 4$ Modules = 82

$82 + 82 + 82 + 90 = 336$

$336 \div 4 = 84$

F. Rounding Off

- If the average is .50 or above, round to the next larger whole number.
- If the average is less than .50, round to the next smaller whole number.

G. Honor Roll and National Honor Society

Honor Roll is based on academic average and is a campus option. If a campus chooses to initiate the honor roll program, the guidelines are as follows:

- "A" Honor Roll: The combined average of all courses must be 89.5 or above for current marking period only.

2. “B” Honor Roll: The combined average of all courses must be 79.5 – 89.4 for current marking period only.
3. **No Credit** (NC) grades are part of the calculations for Honor Roll.
4. National Honor Society (**NHS**) selection and induction is based on academic average and other criteria as stipulated by NHS.

H. **Class Ranking/Grade Point Average (GPA)**

1. Class ranking is based on GPA, using the grade weighting system.
2. Currently in BISD, all grades are averaged into GPA (except high school courses taken in middle school and a repeated course(s) that was previously completed successfully.)
3. Students entering high school in **2016 – 2017** will adhere to the Grade Weighing Systems Table outlined within this document.
4. For further class ranking information, refer to the **2016 – 2017** High School Course Listing Guide.

Brownsville Independent School District

2016-2017 Grade Weight Systems 9 th -12 th Grade Students		
LEVEL I	To include ALL courses not designated as GT, AP, Pre-AP, Dual Enrollment and DAP Independent Study Courses	
	100 90-99 80-89 70-79 Below 70	4.0 3.0-3.9 2.0-2.9 1.0-1.9 0
LEVEL II	To include ALL GT, Pre-AP, and CTE State Articulated and DAP Independent Study Courses.	
	100 90-99 80-89 70-79 Below 70	5.0 4.0-4.9 3.0-3.9 2.0-2.9 0
LEVEL III	To include all AP, Project Lead the Way, Dual, and approved Concurrent Enrollment Courses.	
	100 90-99 80-89 70-79 Below 70	6.0 5.0-5.9 4.0-4.9 3.0-3.9 0
LEVEL IV	*To include all AP exam scores of 3, 4, or 5.	
	100 90-99 80-89 70-79 Below 70	7.0 6.0-6.9 5.0-5.9 4.0-4.9 0

High School

- Courses identified in the 2016 – 2017 High School Course Listing guide under the heading “Extracurricular Activities” are not to be considered Level II or III courses unless they are GT and/or Pre-AP/AP and/or Distinguished Achievement and/or dual and/or concurrent enrollment courses. **NOTE:** See appropriate Course Listing Guide for proper application to this statement.
- BISD’s goal is to increase the number of students enrolling in and successfully completing AP coursework and the corresponding tests. Recruitment must be a top priority of teachers, counselors, and instructional leadership. Every effort should be made to offer AP courses according to student enrollment and demand.

II. Requirements for Graduation

The following will apply to students planning to graduate from a Brownsville Independent School District high school:

1. Each BISD student graduates under the graduation requirements and grade weight system in effect when he/she first entered the 9th Grade, regardless of school or school system unless otherwise stipulated by the Texas Education Agency and State Board of Education.
2. Seals will be attached to the academic achievement record of each student. Students entering Grade 9 in and/or after 2014 – 2015 will follow the recommendations stipulated in House Bill 5 for graduation plans.
3. BISD Operating Procedure: Students will be awarded diplomas containing the school year in which graduation requirements were met. The actual completion date of graduation requirements is indicated on the individual Academic Achievement Record (AAR) or the transcript.

NOTE: Students will be allowed to graduate under the Minimum High School or the Foundation Graduation Plan under special circumstances only. Written documentation signed by parent, principal and counselor must be on file.

III. Credit by Examination With Prior Instruction

To be eligible to earn Credit by Examination (CBE), a student shall have had prior instruction in the subject or course, as determined by the District on the basis of a review of the student's education records. Prior instruction guidelines, as they become more clearly defined by the State, will be strictly enforced. The District will recognize results of a test from Texas Tech University or The University of Texas at Austin.

1. The principal or designee will approve a student as eligible to apply for credit by examination upon the request of the campus counselor.
2. To receive credit, students shall score a grade of 70 or above on the examination. Passing (70% +) Credit by Examination grades are recorded in the AAR and averaged into GPA.

3. Credit by Examination failing grades are not recorded in AAR. Only a passing score on a CBE test may be averaged.
4. Upon written approval of the principal, students who have lost credit due to excessive absences may be permitted to earn/regain course credit through Credit by Examination; and
5. Credit by Examination may not be used to gain eligibility for participation in extracurricular activities.
6. Refer to [2016 – 2017 High School Course Listing Guide](#) for information on Credit by Examination without instruction for acceleration.

IV. **Advanced Placement (AP) Coursework Exams**

1. All students who enroll in an Advanced Placement (AP) class are required to take the corresponding AP course exam in May. PreAP/AP Program Expectations and Course Agreement will provide students the option to take an AP course for level 3 when they take the exam. In addition, a freshman, sophomore, or junior student who scores a 3, 4, or 5 on an AP exam will receive level 4 course weight after the AP scores are received in July.
2. AP teachers must submit respective course syllabi to College Board and teach the objectives/standards of AP exams. Copies need to be submitted to [the](#) Advanced Academics department. In so doing, [the](#) Texas Essential Knowledge and Skills (TEKS) will be addressed, covered and mastery demonstrated through issuance of BISD grades.
3. The AP exam may not be used to determine pass/fail of the AP course.

V. **Grading Procedures for Dual Enrollment/Dual Credit Courses**

BISD grading policies will determine the grade for both BISD and the Institute of Higher Education (IHE) if the course is taught by a BISD teacher who is approved by the (IHE).

Students will receive a numerical grade for the high school transcript;

the grade is then translated into an alpha grade for the college transcript. If a campus chooses to pair a dual enrollment class with an AP class, the AP curriculum must be followed. If a dual enrollment class is taught by a college professor through distance learning, the grade will be determined by the Institute of Higher Education grading policy; and the course must be set up in the master schedule to receive only the TG (term grade) at the end of the semester. If a dual enrollment class is “team taught” by IHE professor and a BISD teacher through distance learning, the grade will be determined by the IHE grading policy; and the course must be set up in the master schedule to receive only the TG (term grade) at the end of the designated college semester for the respective course.

1. Student Responsibilities/Dual Enrollment

- a) Students enrolled in Dual Enrollment courses are required to maintain regular and punctual attendance in all classes.
- b) The student is responsible to communicate with faculty members concerning any absence; in advance whenever possible.
- c) The student may be required to present evidence to support an absence, and make-up work for a class absence will be permitted only as specified by the faculty in the course syllabus.
- d) Dropping a course is the responsibility of the student and not taking appropriate steps may result in a grade of “F” (failing) for the course.
- e) Faculty may withdraw students prior to the withdrawal deadline when, in the opinion of the faculty, the student would have difficulty in successfully completing the course.

<http://www.tsc.edu/index.php/academics/dual-enrollment.html>

http://www.utb.edu/vpaa/coe/FECP/Documents/UG_Handbooks/Superviosr%20Handbook.pdfpg.23

NOTE: Until a final grade, awarded by an IHE professor, is posted on the BISD student transcript, the course grade may not be considered for UIL eligibility.

Dual Enrollment Re – Testing/Re – Teaching

Re-teaching and re-testing are not required in any dual enrollment course whether the course is paired with an AP class or is offered as a stand-alone course. Make-up exams shall be provided for students who are absent due to extracurricular activities or any other excused absence (i.e. like a death in the family). Adjunct teachers from the IHE approved by BISD will use the Institute of Higher Education Grade Explanation Table effective fall 2013 (Institute of Higher Education Handbook online) to post dual enrollment grades for IHE.

Beginning with the 2014 – 2015 school year, the following chart will be used **to convert IHE grades** for approved Dual and Concurrent Enrollment courses **when a student submits Institute of Higher Education transcript to BISD.**

This chart will also be used to convert IHE grades submitted by an adjunct teacher not employed by BISD.

TSC Education Table	Institute of Higher Education Table (Effective Fall 2013)		BISD Conversion
A	A+	98 to 100	100
	A	93 to 97.9	98
	A-	90 to 92.9	93
B	B+	87 to 89.9	90
	B	83 to 86.9	87
	B-	80 to 82.9	83
C	C+	77 to 79.9	80
	C	73 to 76.9	77
	C-	70 to 72.9	75
D	D+	67 to 69.9	73
	D	63 to 66.9	72
	D-	60 to 62.9	70
F	*F	Failure (will not be posted)	

***Clarification:** If a student is enrolled in a BISD dual enrollment course i.e., COL course number, the failing grade will be posted.

http://www.utb.edu/vpaa/coe/FECP/Documents/UG_Handbooks/Supervisor%20Handbook.pdf
(Page 21 has UTB Conversion Table)

For credit purposes, the above conversion chart will be used to determine six week grades for student who withdraw from an Early College High School Program and return to their home campus to complete graduation requirements.

APPENDICES

Out-of-District Grade Conversion Table

- I. Out-of-District Numerical Grades with Conversion Table from Sending District
 - A. When converting grades from an Out-of-District transcript on which a grade Conversion table is printed or provided, the Out-of-District printed scale shall be used.
 - B. In the event that the sending district awarded credit for a grade below 70, the student will receive a 70.

- II. Out-of-District Letter Grades without Conversion Table from Sending District

On out-of-district letter grade transcripts for which no conversion table exists, grades shall be converted as follows:					
A+	=	100	C+	=	79
A	=	96	C	=	77
A-	=	90	C-	=	75
B+	=	89	D+	=	73
B	=	86	D	=	72
B-	=	80	D-	=	70
			F	=	69

Revised 5/03

- III. Clarification about averaging of out of district failing grades with BISD grades refer to the 2016 – 2017 High School Course Listing Guide page 57.

Migrant Student Credits Through the Migrant Lab Program

Migrant students often enter late and/or withdraw early. The Texas Education Agency has advised districts that minimum attendance for credit begins on the day the student enrolls in the district. The Agency further states that “A student should never be denied credit for a class that he could NOT have attended, before enrollment in the district.” Therefore, migrant students may receive credit for a course with less than the 90% attendance required by State law. TEA encourages all counselors and registrars to ensure that all migrant students are afforded due process in the application of the attendance rule and has stated that “under no circumstances should a migrant student, due to migration, be denied the opportunity to complete coursework for credit.” The Texas Education Agency encourages all districts to develop credit accrual options, in addition to their regular class attendance offerings, in order to allow migrant students to demonstrate mastery of a course. **Secondary migrant students who enter late or withdraw early are strongly encouraged to enroll in a migrant tutorial program.** Campuses without a migrant lab program must develop other options for the student to complete course requirements. The Brownsville Independent School District has a commitment to ensure an equal education opportunity for migrant students. Therefore, the students’ regular teachers are required to coordinate and cooperate with the migrant lab teacher in helping migrant students meet academic requirements.

1. Late Entry:

Migrant students entering school late are eligible for credit in a subject if they:

- A. Successfully complete the daily work assignments and major assessments in their regular classes; and/or
- B. Demonstrate mastery (70%) of TEKS by passing equivalent unit examinations in their regular classes; and/or
- C. Attend migrant lab session(s) as recommended by counselor in conjunction with attending regular classes.

2. Credit:

- A. Issuance of credits and grades will be reserved for the regular teacher.
- B. If a migrant student has not completed all major assignments or has not shown mastery (70%) of the TEKS by the end of the grading period in which the student enters late or withdraws early, an “incomplete” should be issued to the student until such time as the student completes assignments and/or demonstrates mastery with the aid of the migrant lab teacher. **The “incomplete” may be carried six months from the date of next enrollment.**
- C. If a migrant student enters school after the completion of any grading period, he/she will be eligible to take a placement test for the work missed during the grading period. A migrant lab session is recommended for these students to prepare them for the test.

3. Early Exit:

Migrant students leaving school during a grading period **are** eligible for credit in a subject if they:

- A. Successfully complete the **daily work** assignments and **major assessments** in their regular classes; and/or
- B. Demonstrate mastery (70%) of TEKS by passing equivalent unit examinations for their regular classes.

NOTE: Students withdrawing prior to the end of a semester and who have not completed course requirements, may be placed in a migrant lab to complete the required coursework.

Placement of Migrant Students into the Middle School Migrant Lab

Migrant students who are identified as Priority for Service (PFS) will receive priority placement into the Migrant Lab. If a PFS Migrant student is performing satisfactorily, then placement into the Migrant Lab is not required. Migrant students who are not identified as PFS, but are not performing satisfactorily and/or who arrive late and therefore have school interruption, would benefit from being scheduled into the Migrant Lab. If a migrant student, at the end of the first semester, is performing unsatisfactorily, then the student may be placed into the Migrant Lab.

Brownsville Independent School District

The placement of migrant students into the MS Migrant Lab will be based on a case-by case review of the migrant student and the decision will be made in collaboration of the migrant teacher, counselor, administrator, regular teacher and if applicable, the Special Education Case Manager (folder) teacher. Migrant students who are scheduled into the MS Migrant Lab may have an elective removed from their schedule by the counselor and enrolled into the MS Migrant Lab. The MS Migrant Lab class will be ungraded and the BISD Middle School grading policy and promotion policy will take this into consideration by using the one elective class grade as the criteria for promotion, instead of an average of two elective classes. (Please refer to BISD Grading Policy).

Appendix C – High/Middle Schools

Guidelines for Instruction and Assessment of English Language Learners (ELLs)

The following guidelines are intended to apply to English Language Learners and shall help teachers meet the needs of ELLs:

1. The Language Proficiency [Assessment](#) Committee determines, on an individual basis, the need for linguistic instructional accommodations for identified English Language Learners. The guidelines for linguistic accommodations will be followed. The student's English Language Learner Individual Education Plan may include goals and objectives, instructional accommodations, testing accommodation, extended classroom instruction, and web-based instructional supplemental support.
2. Accommodations for ELLs may not alter the content or academic standards of the course. Thus, certain allowable accommodations may include, but are not necessarily limited to the following:

Instruction

- Instruction will focus on concepts and content knowledge with language scaffolding provided to increase English Language Proficiency.
- Linguistic scaffolding (e.g., focusing on particular words, highlighting grammar [patterns](#), etc.)
- Adapted speech (rate and complexity) to align with student's listening proficiency
- Adapted content through the use of graphic organizers, study guides, [Cloze](#) passage, etc.
- Test-taking skills and strategies will be explicitly taught.
- Dictionaries, clarification of a word or phrase, and extended time will be allowed during instruction when possible.
- Instruction will allow students to move from whole group to small group [into](#) independent practice. Students should have ample opportunities to use oral language.
- Students will learn how to evaluate their own work.
- Linguistically adapted texts will be provided as needed.
- Explicit strategies will be used to teach content-area vocabulary.

Brownsville Independent School District

- Tutorials will be available and students are encouraged to attend.

Assessment

- Assessment will focus on meaning and content.
- Assessment will include both product and process grades.
- Grading expectations and standards will be explicitly explained to the students, including the use of exemplars before the assessment.
- Grades will reflect a wide variety of measures (including oral components).
- Dictionaries, clarification of a word or phrase, and extended time will be allowed during instruction when possible.
- English Language Writing Portfolios will be utilized to assess the students writing progress.

The following are examples of accommodations which would alter the content or the standards of the course, and are not allowable:

- Reduced assignments
- Special projects in lieu of assignments
- Exams of reduced length
- Open book exams
- Peer tutoring/paired work arrangement

Appendix D – Middle School

Student Success Initiative (SSI) Grade 5 & 8 [EIE Local]

In addition~~al~~ to local standards for mastery and promotion, students in grades 5 and 8 must meet the passing standard on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade level.

Appendix E – Middle School

Accelerated Instruction for Grades 3 – 8 [EIE Local]

If a student in grades 3 – 8 fails to demonstrate proficiency on a state – mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grade 5 and 8 shall be subject to all provisions of GRADE ADVANCEMENT TESTING.

Current GPA Procedures

- I For students who entered Grade 9 in and after 2002 – 2003, use the following scale to calculate GPA.

GRADE	LEVEL IV	LEVEL III	LEVEL II	LEVEL I
100	7.0	6.0	5.0	4.0
99	6.9	5.9	4.9	3.9
98	6.8	5.8	4.8	3.8
97	6.7	5.7	4.7	3.7
96	6.6	5.6	4.6	3.6
95	6.5	5.5	4.5	3.5
94	6.4	5.4	4.4	3.4
93	6.3	5.3	4.3	3.3
92	6.2	5.2	4.2	3.2
91	6.1	5.1	4.1	3.1
90	6.0	5.0	4.0	3.0
89	5.9	4.9	3.9	2.9
88	5.8	4.8	3.8	2.8
87	5.7	4.7	3.7	2.7
86	5.6	4.6	3.6	2.6
85	5.5	4.5	3.5	2.5
84	5.4	4.4	3.4	2.4
83	5.3	4.3	3.3	2.3
82	5.2	4.2	3.2	2.2
81	5.1	4.1	3.1	2.1
80	5.0	4.0	3.0	2.0
79	4.9	3.9	2.9	1.9
78	4.8	3.8	2.8	1.8
77	4.7	3.7	2.7	1.7
76	4.6	3.6	2.6	1.6
75	4.5	3.5	2.5	1.5
74	4.4	3.4	2.4	1.4
73	4.3	3.3	2.3	1.3
72	4.2	3.2	2.2	1.2
71	4.1	3.1	2.1	1.1
70	4.0	3.0	2.0	1.0

- II Currently in BISD, all courses are weighted (except for a repeated course(s) that was previously completed successfully as per BISD High School Course Listing Guide which students enter BISD high schools.)