

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

2009-2010

GRADING PROCEDURES



HIGH SCHOOL



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**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
GRADING PROCEDURES
HIGH SCHOOL**

I. INTRODUCTION

A. Overview and Philosophy

The Brownsville Independent School District's mission is to ensure equal educational opportunity for each student and teach students in a way that ensures academic success, high standards of achievement, and achievement 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:

1. 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.
2. Student performance will be assessed through a variety of procedures such as written tests, daily work, oral recitation, assigned projects, classroom participation, other forms of assessment, and make-up work and tests as per guidelines contained herein.
3. Grades reflect the student's understanding and progress towards mastery of the subject matter and are not to be reflective of student behavior.
4. Grades will reflect mastery of the Texas Essential Knowledge and Skills (TEKS) hierarchical learning based on Bloom's Taxonomy, Erickson's Structure of Knowledge and focus on higher order thinking skills.

B. Diagnostic Testing 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. At designated intervals, district diagnostic tests are administered for the purpose of:

- ensuring that the objectives in the district's scope and sequence are being taught;
- aligning and revising the district's scope and sequence;
- providing campuses with data to assist them in analyzing student achievement;
- assessing the student's mastery of objectives taught; and
- providing the district with overall information regarding student progress.

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.

All campuses must participate in the District Diagnostic Testing Program; however, individual campuses always have 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:

1. Explanations to parents and students concerning the philosophy and purpose of report cards will be made.
2. At the end of the first three weeks of a grading period, a progress report must be sent home for all students whose grade average in any class is lower than 74 or is in danger of failing. Progress reports are intended to inform parents and students in time for deficiencies to be corrected and for parent/teacher conferences to be scheduled. The notice must provide for the signature of the student's parent/legal guardian and be returned to the district. These requirements do not apply to married students. (EIA Legal) The report must include the number of times a student has been absent. For students in alternative programs, the report shall clearly specify the instructional level at which the student is functioning. Schools may choose to provide progress reports to other students at their discretion. Progress reports will be given in numerical terms.
3. Parents/Legal guardians will be provided written notice of a student's performance in each class or subject once every six weeks.
4. 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 card shall state the need for a conference between the appropriate teacher and the parent/guardian and shall summarize the requirements for advancement or course credit.
5. Teachers shall advise parents whether students are recommended or required to attend tutorial in the subsequent six week grading period.
6. Parent-teacher conferences will be held at the end of the second and fourth six weeks of the school year. Open House activities qualify as one of the two required parent teacher conferences provided that teachers discuss student progress individually with parents.
7. Parent-teacher conferences set the stage for discussing and reviewing pupil's 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.
8. GRADESPEED, the electronic grade book, can be accessed by parents through the Internet via an access code and password.

D. Lesson Plans and Grade Books:

Student work must reflect standards of excellence which include but are not limited to:

- correct spelling, punctuation, grammar, and organization in a written product approximating the quality of a finished product, not first draft;
- accuracy of information, research, and investigative strategies reflective of scientific methods; and
- 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.

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 performances
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. Computerized Lesson Plans from state-adopted textbooks.

Note: 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. Extracurricular Activities:

A student who participates in extracurricular activities shall be suspended from 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 received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than those identified as Level two or three on page 10 of this document in which a 60 in scale of 100 is the lowest grade a student can earn according to district policy. A suspended student may practice or rehearse with other students during the suspension period. 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. Additionally,

1. All students passing all courses for the grading period remain eligible throughout the next grading period.
2. Semester and final exam grades have no bearing on eligibility.

3. Grades are accumulated from 1st day of grading period through the end of the grading period.
4. Suspended students regain eligibility seven calendar days from the three-week grading period or end of grading period.
5. Students who were eligible will not lose eligibility until seven calendar days after the end of the grading period.
6. The three-week grading period reflects school weeks only and does not include holidays and semester breaks.

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,f).

F. Cheating:

1. Cheating is interpreted as a procedure which involves the unauthorized giving or receiving of help, offering or seeking aid, or the use of material prepared in advance for use on an 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. The penalty is a “0” on that work, and a failing grade for the semester [which will be recorded as a zero (0) in the teacher's grade book] if cheating occurs a second time during the same semester.
2. The statement “The penalty is a zero “0” on that work” is interpreted to mean the actual work that the student cheated on by itself or that the student had access to during the examination at the time the student was caught cheating. Retesting will not be allowed in this situation.
3. Plagiarism (the stealing and passing off/presenting as new, original and one’s own idea or product derived from an existing source) is cheating.
4. A test given in parts and which the student has not had access to at the time he/she was caught cheating is not intended to mean “on that work”

G. Reteaching:

1. Reteaching is defined as another presentation of content, usually to provide an additional opportunity for a student to learn. Reteaching 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 reteach activity might be manipulative or if the teacher used the deductive approach initially, the reteach activity might use an inductive approach. In this way, the student will gain a new perspective on the task.
2. Reteaching is an integral part of the lesson cycle and may occur in many different situations. Some examples include:
 - during direct teach as a teacher checks for understanding;

- during guided practice as a teacher monitors; and
 - during independent practice as students work individually or in cooperative learning groups.
3. Teachers should plan reteaching strategies at the same time they are planning initial instruction. When this is done, alternative instructional strategies should be used.
 4. If initial reteaching efforts are unsuccessful, the more complex process of remediation may be necessary. Remediation implies analysis of the learning task and further diagnosis of a student's needs, including the identification of deficient prerequisite skills. Remediation may occur in many different situations. Some examples include:
 - as a teacher works with small groups during class time while other students work independently;
 - in a tutorial; and
 - in a remedial class
 5. In applying re-teach procedures or remediation and the grading policy, school administrators and teachers need to ensure fairness and promote success for all students.
 6. Re-teaching is important and school administrators and teachers are responsible for seeing that it happens. Collegial sharing of ideas is encouraged.

H. Retesting:

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

I. Homework Guidelines:

1. Homework should be reasonable, relevant, and challenging.
2. Homework should connect school work to real world situations insofar as possible.
3. Assigned homework should be integrated into the assessment process and averaged accordingly.

4. Homework for GT/Pre-AP/AP and Dual Enrollment classes may be given on a daily basis.

II. GRADING

A. Grading Scale:

All grades should reflect the academic progress of a student. The following grading scale applies in defining **progress of mastery** of the Texas Essential Knowledge and Skills (TEKS):

<i>90 - 100</i>	<i>Excellent progress</i>
<i>80 - 89</i>	<i>Good progress</i>
<i>75- 79</i>	<i>Satisfactory progress</i>
<i>70- 74</i>	<i>Danger of failing</i>
<i>69 - below</i>	<i>failing</i>

B. Six Week Grades

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:
 $[2(\text{average major assessments}) + (\text{average minor assessments})] / 3 = \text{Grading Period Average}$
3. Example: Major Assessment Grade Average: 69
Minor Assessment Grade Average: 75
 $[2(69)+75] / 3 = \text{Grading Period Average}$
 $[138+75] / 3 = \text{Grading Period Average}$
 $213 / 3 = 71$
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 Marking Period (MP) or 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. Insofar as 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:
 $(1^{\text{st}} \text{ week average} + 2^{\text{nd}} \text{ six average} + 3^{\text{rd}} \text{ six week average})/4 = \text{Semester Grade.}$
4. Semester Final Exam Exemptions are not part of the formula for calculating Semester

Grades; therefore, 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.

Examples: English I A and English I B:

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. See **Appendix A** for a list of courses which cannot be averaged for yearly grades.

E. API Module Grading Procedures (Applies to all module driven programs.)

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

1. API Module Grading Average Procedure.
 - a. API Module Average:
Add all module grades and divide by the number of grades times three plus Final Exam grade divided by four.
Module Average = $\frac{3}{4}$
Final Grade = $\frac{1}{4}$
 - b. Mathematical Formula:
[Sum of API Modules ÷ number of API grades X 3 + Final Exam] ÷ 4 = Average
Example:

	API Modules				
1	2	3	4	1.	Sum of Modules = 327
81 +	84 +	82 +	80 = 327	2.	327 ÷ 4 (Modules) = 82
				3.	82 X 3 = 246
				4.	246 + 90 (Final Exam grade) = 336
				5.	336 ÷ 4 = 84 (Average)
					Average = 84
2. API Module Mastery Level
 - a. Each module grade must equal to a 70 or better.
 - b. The final exam grade must equal to a 70 or better.
 - c. The final average, after adding the module grades divided by the number of modules X 3 plus the final exam divided by 4, must equal to an 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÷4 Modules=82	
	82+82+82+90=336	
	336÷4=84	

F. Rounding Off

1. If the average is .50 or above, round to the next larger number.
2. If the average is less than .50, then round to the next smaller 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 which will be followed are:

- “A” Honor Roll: The combined average of all courses must be 89.5 or above for current marking period only.
- “B” Honor Roll: The combined average of all courses must be 79.5-89.4 for current marking period only.
- NC grades are part of the calculations for Honor Roll.
- National Honor Society selection and induction is based on academic average and other criteria as stipulated by NHS.

H. Class ranking/Grade Point Average

1. Class ranking is based on GPA, using the grade weighting system.
2. Class size for ranking purposes will be derived from the current school year’s PEIMS Snapshot date.
3. Currently in BISD, all grades are averaged into GPA except those courses that have an “LC” notation in the “per unit credit” column and a repeated course(s).
4. Students entering 9th Grade on or before the 2001-2002 school year will adhere to the following grade weight system:

- a. Level I: Includes ALL courses not designated GT/AP/Pre-AP, dual and/or concurrent enrollment, or DAP Independent Study.

100	4.0
90 – 99	3.0 – 3.9
80 – 89	2.0 – 2.9
70 – 79	1.0 – 1.9
Below 70	0

- b. Level II: Includes ALL GT/AP/Pre-AP, dual and/or concurrent enrollment, or DAP Independent Study courses. AP courses will be offered upon demand. Students must maintain a 70% average per class each semester to remain in these classes.

100	5.0
90 – 99	4.0 – 4.9
80 – 89	3.0 – 3.9
70 – 79	2.0 – 2.9
Below 70	0

5. Students entering Grade 9th in and after the 2002-2003 school year will adhere to the following grade weight system:

LEVEL I: To include ALL courses not designated as GT, AP, Pre-AP, Dual Enrollment and DAP Independent Study Courses.

100	4.0
90-99	3.0-3.9
80-89	2.0-2.9

70-79	1.0-1.9
Below 70	0

LEVEL II: To include all GT, Pre-AP, and DAP Independent Study Courses.

100	5.0
90-99	4.0-4.9
80-89	3.0-3.9
70-79	2.0-2.9
Below 70	0

LEVEL III: To include all AP and Dual Enrollment Courses.

100	6.0
90-99	5.0-5.9
80-89	4.0-4.9
70-79	3.0-3.9
Below 70	0

- * Courses identified on page 30 of the 2009-2010 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 of 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.

I. Requirements for Graduation

The following will apply to students planning to graduate from 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.
2. A point system will be used to determine eligibility for honor roll and class ranking.
3. Honor roll (local campus option) will be determined each six weeks/semester.
4. One of three different seals will be attached to academic achievement record of each student.
 - a. Student entering Grade 9 in the 1998-1999, 1999-2000, or 2000-2001 school years:
 - Minimum High School Program – (24 credits);
 - Recommended High School Program – (25 credits); and/or
 - Distinguished High School Program – (25 credits).
 - b. Students entering Grade 9 in 2001-2002:
 - Recommended High School Program – (24 credits);
 - Distinguished High School Program – (24 credits); and/or
 - * Minimum High School Program – (22 credits).

- c. Students entering Grade 9 in 2002-2003 or thereafter:
 - Recommended High School Program – (25 credits);
 - Distinguished High School Program – (25 credits); and/or
 - *Minimum High School Program – (23 Credits).
 - d. Students entering Grade 9 in and after 2007-2009
 - e. Recommended High School Program – (26 credits);
 - Distinguished High School Program – (26 credits); and/or
 - *Minimum High School Program – (22 Credits).
- * Students will be allowed to graduate with the Minimum High School Graduation Plan under special circumstances only. Written documentation signed by parent, principal and counselor must be on file.
5. A graduation degree plan must be on file in each 8th grade permanent record folder and be updated annually.

J. Credit by Examination With Prior Instruction

To be eligible to earn credit by examination, 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
2. Credit by Examination may not be used to gain eligibility for participation in extracurricular activities.
6. Refer to page 29 in the 2009-2010 Course Listing Guide for information on Credit by Examination without instruction for acceleration.

K. AP Coursework/Exams

1. All students who enroll in AP courses are required to take the AP exam for the course.
2. AP teachers must submit respective course syllabus to College Board and teach the objectives/standards of AP exams. In so doing, 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.

L. Dual Enrollment Grading Procedures for Dual Enrollment/Dual Credit Courses

BISD grading policies will determine the grade for both BISD and the university if the course is taught by a BISD teacher who is approved by the university to teach the course. Students will receive one grade: a numeric grade for the high school transcript and the same grade 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 university’s 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.

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.

The following chart will be used to convert B.I.S.D. grades to college grades:

Grade Conversion Chart

B.I.S.D. Grade	College Grade
90-100	A
80-89	B
70-79	C
60-69	D
68 and below	F

III. ATTENDANCE/COURSE CREDIT/INCOMPLETE GRADES

- A. Students shall be permitted to make up assignments or tests they missed due to an absence. Teachers shall inform their students of the time allotted for completing make-up work after an absence; however, the student shall be responsible for completing the assignment within the allotted time. **A student should not expect make-up work and tests to necessarily be identical to work/tests done by the class during his/her absence.**
- B. 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 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 Board.
- C. 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.
- D. An “Incomplete” grade recorded for any grading period must be made up within ten days of the beginning of next grading period except for **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. 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. 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.

- E. 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 prior to the beginning of the fall semester. [EIE LOCAL]

IV. 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 as the number of days he/she was absent to turn in the work.**
- B. **A student must make arrangements for make up work on the day he/she returns to school. The teacher and student can decide when work is due.**
- C. Students absent only on a known 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 make up tests.
- D. **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.**
- E. Any student missing work due to participation in extracurricular activities must make prior arrangements with the teacher for work that will be missed.
- F. If a student has been sent to “in school suspension” (ISS), he/she is to receive grades for assigned work completed while there.
- G. If a student has been sent to the Brownsville Academic Center (BAC), he/she is to receive grades for assigned work completed while there.
- 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 business/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 special needs students will be removed and grades reinstated immediately after the appropriate documentation has been completed/submitted. This requirement shall appear in each student’s ARD minutes.

V. SPECIAL POPULATION STUDENTS

- A. Students in special education will follow the BISD grading/retention policy as determined by the student's individual education plan. The student's individual education plan may include accommodations/modifications that enable the student to successfully meet the district's grading/retention guidelines. All Special Education students will receive a standard district report card showing progress. If a student's grade is derived without following the required modification and accommodations outlined in his/her IEP, the grade is invalid and a new grade must be determined after modifications and accommodations are in place.
- B. The Admission, Review, and Dismissal Committee (ARD) determines, on an individual basis, the need for instructional modifications or accommodations. The modification/accommodation applies to daily work assignments, homework, and grading techniques, not the averaging of the grade.
- C. Instructional modifications for a special education student as determined by an ARD Committee must be followed. Implementation of modifications is the responsibility of the special education teacher and/or regular education teacher. Campus administrators and special education supervisors shall monitor the implementation of the modifications.
- D. Dyslexia/504 guidelines for accommodations/modifications will be followed. Monitoring of these guidelines is the responsibility of the dyslexia teacher, regular education teacher, campus dyslexia designee, and campus administrator. If a student 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.
- E. The Language Proficiency Assessment Committee (LPAC) determines student placement and category assignment in the ESL program. Limited English Proficient (LEP) students in the ESL program must show mastery of the ESL Texas Essential Knowledge and Skills (TEKS) as per Chapter 75. LEP students will follow the district grading procedures.

VI. 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 advancement and gaining of credit (i.e., Advanced Math and Science courses). Grade weight will be awarded according to the class offering.

APPENDIX A

Courses Which Cannot Be Averaged

Advanced Animal Science	Introduction to World Agricultural Science and Technology
Advanced Health Education	Landscape Design, Construction, and Maintenance
Advanced Plant & Soil	Macroeconomics
Adventure/Outdoor Education	Management
Aerobic Activities	Marketing Yourself
Agricultural Biotechnology	Microeconomics
Agricultural Metal Fabrication Technology	Medical Microbiology
Agricultural Structures Technology	Medical Terminology
Agricultural/Home Maintenance & Imprv.	Mental Health
Analysis of Visual Media	Microeconomics
Animal Science	Nutrition & Food Science
Apparel	Pathophysiology
Applied Agricultural Science and Technology	PE Equivalent 1
Banking & Financial Systems	
Business Law I	PE Equivalent 2
Business Management I	
Business Ownership	
Career Connections	PE Equivalent 3
Child Development	PE Equivalent 4
Clinical Nutrition	Pharmacology
Comparative Government and Politics	Plant and Animal Production
Consumer and Family Economics	Preparation for Parenting
Communication Applications	Principles of Child & Adolescent Development
	Psychology
Defensive Tactics I-IV	Reading Application Study Skills
Driver Education	ROTC/Health Quest I & II
Economics	Sociology
Family and Career Management	Soil and Plant Science
Family Health Needs	Team Sports
Food Science & Technology	Textiles and Apparel Design
Foundations of Personal Fitness	Theories of Child & Adolescent Development
	United States Government
Gerontology	
Health (includes Health Quest	
Horticulture Plant Production	
Housing	
Individual and Family Life	
Individual Sports	
Interior Design	
International Business	
Introduction to Agricultural Mechanics	
Introduction to Horticultural Sciences	

(See the 2007-2009 High School Course Listing Guide for additional courses listed as single semester courses.)

APPENDIX B

CURRENT GPA PROCEDURES

I. GPA

A. For students who first entered high school in and after 2002-2003, use the following scales to calculate GPA (Levels I and II).

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

B. Currently in BISD, all grades are averaged into GPA except for those courses with an LC notation in the “Per Unit Credit” column and/or a repeated course(s).

APPENDIX C

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

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APPENDIX D

MIGRANT STUDENT CREDITS THROUGH THE MIGRANT TUTORIAL 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 tutorial 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 teacher in helping migrant students meet academic requirements.

1. Late Entry:
Migrant students entering school late MAY be eligible for credit in a subject if they:
 - A. Successfully complete the major assignments of their regular classes; and/or
 - B. Demonstrate mastery (70%) of TEKS by passing equivalent unit examinations for their regular classes; and/or
 - C. Attend migrant tutorial 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 tutorial 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 tutorial session is recommended for these students to prepare them for the test.

3. Early Exit:
Migrant students leaving school during a grading period MAY be eligible for credit in a subject if they:
 - A. Successfully complete the major assignments of their regular classes; and/or
 - B. Demonstrate mastery (70%) of TEKS by passing equivalent unit examinations for their regular classes; and/or
 - C. Attend migrant tutorial session(s) as recommended by counselor in conjunction with attending regular classes.