

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

2010-2011

GRADING PROCEDURES



MIDDLE SCHOOL



Board Approved: June 15, 2010



TABLE OF CONTENTS

I.	INTRODUCTION	
A.	Overview and Philosophy.....	3
B.	Diagnostic Testing Philosophy.....	3
C.	School Communication.....	4
D.	Lesson Plans and Grade Books.....	4
E.	Extracurricular Activities.....	5
F.	Cheating.....	6
G.	Re-teaching.....	6
H.	Retesting.....	7
I.	Homework.....	7
II.	MIDDLE SCHOOL POLICIES	
	PROMOTION/RETENTION	
A.	Grade Six.....	8
B.	Grade Seven.....	8
C.	Grade Eight.....	8
D.	Alternate Promotion.....	9
III.	GRADING	
A.	Grading Scale.....	9
B.	Middle School Courses Six Weeks Grade.....	9
C.	High School Courses Six Weeks Grade.....	10
D.	Honor Roll and Junior National Honor Society.....	10
E.	Semester Test.....	10
F.	Semester Grade.....	10
G.	Yearly Average.....	11
H.	Summer School Grades.....	11
IV.	ATTENDANCE/COURSE CREDIT/INCOMPLETE GRADES.....	11
V.	MAKE-UP WORK.....	12
VI.	SPECIAL POPULATIONS.....	12
VII.	APPENDICES	
	Appendix A: Grade Conversion Table.....	14
	Appendix B: API Modules Guidelines.....	15
	Appendix C: Effective Migrant Educational Strategies.....	18
	Appendix D: Alternate Promotion Forms.....	19

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

GRADING PROCEDURES

MIDDLE SCHOOL

I. INTRODUCTION

A. Overview and Philosophy:

The Brownsville Independent School District is concerned with the effective educational development, performance and achievement of its students. In order to assess progress within these areas, an effective grading and reporting system is necessary. Such a system should provide both students and parents with appropriate information concerning educational performance and progress. The school district, therefore, establishes a grading and reporting system made up of the following elements:

1. 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.
2. Student performance will be assessed through a variety of procedures such as written tests, daily work, oral recitation, assigned projects, classroom participation, and other forms of assessments.
3. Since grading of student performance is of major importance, school personnel will exert maximum effort to maintain effective communication between the campus and parent/guardian.
4. Grades will reflect mastery of the Texas Essential Knowledge and Skills through 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;
- providing the district with overall information regarding student progress; and
- aligned to TAKS questioning format.

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.

C. School Communication:

1. Progress Reports

- a. 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 74 or is in danger of failing. Progress reports will be given in numerical terms.
- b. 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.
- c. The above mentioned requirements do not apply to married students. (EIA Legal)
- d. Schools may choose to provide progress reports to other students at their discretion.

2. Report Cards

- a. Parents/Legal guardians will be provided written notice of a student's performance in each class or subject once every six weeks.
- b. Adequate explanations to parents and students concerning the philosophy and purpose of report cards will be made.
- c. 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 of course credit.
- d. Teachers shall advise parents whether students are recommended or required to attend tutorial in the subsequent six-week grading period.
- e. Parent/teacher conferences will be held at the end of the second and fourth six weeks of the school year.
- f. Opportunities for parent-teacher conferences are strongly encouraged as a means of discussing and reviewing pupil strength 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.)
- g. 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:

1. Lesson Plan and Grade Book must reflect the extensive data collected on each student using instruments such as the following:

- a. Problem-situations;
 - b. Oral presentations;
 - c. Projects or independent study;
 - d. Analysis of creative products;
 - e. Skills demonstrations or performances;
 - f. Essay examinations with definite questions;
 - g. Traditional essay examinations with general questions;
 - h. Compositions appropriate to the subject;
 - i. Daily recitations or papers;
 - j. Short-answer objective tests or quizzes;
 - k. Teacher observation;
 - l. Portfolio assessment.
2. Supplemental reading materials to be distributed to students by teachers must be approved by principals. 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:

1. A student shall be suspended from 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.
2. The grade evaluation period is defined as: the first six weeks of a semester and each six week grade reporting period thereafter. (FM Legal)
3. Until the suspension is removed, or the school year ends, the District shall review the grades of a student suspended from extracurricular activities at the end of each three week period following the date on which the suspension began. At the time of the review, the suspension is removed after the 7 day grace period if the student's grade in each class is equal to or greater than the equivalent of 70 on a scale of 100.
4. Suspended students regain eligibility seven calendar days from the three-week evaluation period or end of the grading period.
5. Students who are eligible will not lose eligibility until seven calendar days after the end of the grading period.
6. Suspended students may participate in extracurricular practices, but not in contests or performances.
7. For Special Education purposes, special consideration should be given to the following:
8. All high school courses taken in middle school, with the exception of instructional modules, shall be considered as advanced level for UIL eligibility.
 - If a student's grade is derived without following the requirement modifications outlined in his/her IEP the grade is invalid and a new grade must be determined after modifications are in place. Individual procedures are in place at each campus.

- Interferences with the student’s ability to meet regular academic standards shall be based on the student’s failure to meet the requirements of the student’s Individual Education Plan, as determined by the ARD committee.
- Dyslexia/504 guidelines for accommodations 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’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.

F. Cheating:

1. 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 assessment. Cheating also involves 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 failure 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 to which the student has not had access at the time he/she was caught cheating is not intended to mean “on that work”.

G. Re-teaching:

1. 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 use an inductive approach. In this way, the student will gain a new perspective on the task.
2. Re-teaching is an integral part of the learning cycle and may occur in many different situations. Some examples include:
 - during direct teach as teacher checks for understanding;
 - during guided practice as a teacher monitors; and/or
 - during independent practice as students work individually or in cooperative learning groups.

3. Teachers should plan for re-teaching at the same time they are planning initial instruction. When this is done, alternative instructional strategies should be used.
4. 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 a student's need, 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 class; and/or
 - 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 on a major assessment (test, project, writing assignment, etc.) administered during a six weeks grading period. Six Weeks Tests and Semester Exams **do not** qualify for retesting.
2. Retesting must occur within ten (10) days, except under extenuating circumstances as determined by the principal.
3. The student may raise his/her score only to a maximum of 70 by taking the retest.
4. A student may not be retested more than one time for any given original major assessment, except with the specific authorization of the principal.

I. Homework Guidelines:

1. Homework, if assigned, should be reasonable and relevant.
2. Academic teams, in conjunction with electives teachers, are responsible for coordinating the quantity and quality of homework and should provide students within the team copies of these guidelines. Copies of each academic teams', as well as all teachers' homework procedures, must be on file in the campus principal's or his/her designee's office.

Middle School
Course Requirements for Promotion & Retention

Grade 6

Reading English /ESL Mathematics Social Studies (World Societies) Science Physical Education (2 semesters) Health Quest (1 semester) Technology Applications 6 (1 semester) Elective or Fine Arts Requirement (2 semesters)	Pass each course with a 70% overall yearly average
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Grade 7

Reading English /ESL Mathematics Texas History Science Physical Education (1 semester) Exploring Careers (1 semester) Elective Elective or Fine Arts Requirement (2 semesters)	Pass each course with a 70% overall yearly average Pass electives with a 70% (composite) overall yearly average
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Grade 8

Reading English /ESL Mathematics US History Science Physical Education (1 semester) Health Quest (1 semester) Elective Elective or Fine Arts Requirement (2 semesters)	**SSI Requirement: (Beginning 2007-2009) Meet passing standard for <u>Grade 8 TAKS Reading and Math</u> Pass each course with a 70% overall yearly average Pass electives with a 70% (composite) overall yearly average
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** Students have three opportunities to meet the passing standard on each of the tests and will receive additional instruction after each testing opportunity on which they do not meet the standard. A grade placement committee, consisting of the principal, teacher, and parent/guardian meets when a student has not met the passing standard after two testing opportunities and decides the most effective way to support a student's academic success. A student who does not meet the passing standard after three testing opportunities is automatically retained; however, if the parents appeal the retention, the grade placement committee may choose to promote the student if all members agree that the student is likely to perform on grade level with additional instruction.

If a **sixth or seventh grade student** does not meet the above promotion criteria, but extenuating circumstances call for a review of the student's progress, the multiple promotion criteria listed in Board Policy EIE Local will be applied and the 6th or 7th Grade Alternate Promotion form will be filled out and placed in the student's cumulative folder.

If an **eighth grade student** meets the SSI criteria, but does not meet the additional promotion criteria, and extenuating circumstances call for a review of the student's progress, the multiple promotion criteria listed in Board Policy EIE Local will be applied and the 8th Grade Alternate Promotion form will be filled out and placed in the student's cumulative record folder.

Note: In the event that a Sixth, Seventh, or Eighth Grade student fails an elective course which is not offered during summer school, counselors may substitute another elective course in order to enable the student to have an opportunity to meet the promotion criteria.

III. GRADING

A. Grading Scale:

The following grading scale applies in defining progress of mastery of the TEKS.

90 – 100	<i>excellent progress</i>
80 – 89	<i>good progress</i>
75 – 79	<i>satisfactory progress</i>
70 – 74	<i>acceptable but needs reinforcement</i>
69 – below	<i>failing</i>

B. Middle school courses: Six Weeks Grades (applies only to middle school courses)

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. Major assessments include unit evaluations, major projects based on clearly defined criteria, performances, 6 weeks exams, etc. Six weeks exams are optional at the campus level. Higher order thinking skills should be included in the assessments **One out of these three assessments per six weeks may be a major project. Major Projects must have clearly defined criteria which:*

- a. are shared in written form with students prior to 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..*

2. Daily Assessment are fifty percent (50%) of the grade. These must include a minimum of five (5) assessments per six-weeks. Quizzes, assignments, and notebooks are considered daily assessments.

It is strongly recommended that homework not be included in the daily assessment grades but rather that daily assessment grades be derived by work actually done during the school

day on campus. However, if more than (5) daily assessment grades are collected for a six-week period, any additional daily grades may be homework grades:

3. Grades should be rounded off.

Ex: $69.1 - 69.4 = 69$

$69.5 - 69.9 = 70$

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

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:

- "A" Honor Roll: The overall average of all courses must be 89.5 or above for the current six weeks only.
- "B" Honor Roll: The overall average of all courses must be 79.5 – 89.4 for current six weeks only.
- There is no ranking of students at Middle School.
- Junior National 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:

1. The semester grade is computed as follows:
 1. First six-weeks grade – one-fourth of semester grade;
 2. Second six weeks grade – one-fourth of semester grade;

3. Third six-weeks grade – one-fourth of semester grade; and
 4. Semester final exam – one-fourth of semester grade.
2. This semester numerical average will then be placed in the grade book. For courses designated as independent, each semester is to be considered as an individual unit for grading and credit purposes. Courses designated as continuing will be averaged at the end of the year to determine whether the student passed the entire year or just passed on semester.

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 calculations and post the final grade on the label to be posted in the permanent record card.

H. Summer School Grades:

The grade received for a summer class being taken to regain credit will be given regardless of the student's status of G/T, Pre-AP, etc.

IV. ATTENDANCE/COURSE CREDIT/INCOMPLETE GRADES

- A. If extracurricular activities are scheduled during the school day and students miss class to participate, each absence must count as one of the 10 allowed.
- B. Students shall be permitted to make-up assignments or tests 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.
- C. Any student with less than 90% attendance of the required number of days that a class is offered in a semester shall be subject to loss of credit in the course(s) where excessive absences have been recorded. Credit may be received if the student is approved for credit 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.
- D. Upon any two consecutive days of student absence from the classroom contact should be made with the parents of the student to discuss reasons for absence. Procedures to implement this will be developed at each campus.
- E. 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 six-weeks, semester, or yearly grade as appropriate.
- F. An "Incomplete" six weeks grade due to absences must be made up within the next six-weeks reporting period.
- G. *With the exception of migrant students*, an "Incomplete" grade recorded for the third six weeks 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.
- H. A student should not expect make-up work and test to necessarily be identical to that done in class during his/her absence.

V. MAKE-UP WORK

- A. No student will be refused an opportunity to make-up work if he/she is absent.
- 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 zero (0) on that test or work.
- E. Any student missing work due to participation in extracurricular activities must make arrangements with the teacher for work that will be missed prior to the absence.
- F. If a student has been sent to “in school suspension” (ISS), he/she is to receive credit for assigned work completed while there. If a student does not complete the assigned work, he/she will not receive credit.
- G. If a student has been sent to the Brownsville Academic Center (BAC), he/she is to receive credit 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 to ensure that this happens within the School’s Staff Handbook as well as within the school’s Student and Parent Handbook.
- H. A student should not expect make-up work and test to necessarily be identical to that done in class during his/her absence.

VI. SPECIAL POPULATIONS 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 requirement modifications 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. Individual procedures are in place at each campus.
- B. The Admission, Review, and Dismissal Committee (ARD) determine, on an individual basis, the need for instructional modifications and accommodations. The modifications and accommodations apply to daily work assignments, homework, and grading techniques, not the averaging of the grade.
- C. Instructional modifications and accommodations for a special education student as determined by an ARD Committee must be followed. Implementation of modifications and accommodations is

the responsibility of the special education teacher and/or regular education teacher. Campus administrators, special education teachers, and supervisors shall monitor the implementation of the modifications and accommodations.

- D. Dyslexia/504 guidelines for accommodations 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's grade is derived without following the required modifications and 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 show mastery of the English as a Second Language (ESL) Texas Essential Knowledge and Skills (TEKS) as per Chapter 89. LEP students will follow the district grading procedures.

APPENDIX A

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

APPENDIX B

Brownsville Independent School District API Curriculum Program Guidelines

Middle School Eligibility Criteria:

- Eighth Graders who will be 16 during the first semester of the school year; and
- Eighth Grade Student was referred for Special Education but did not qualify; or
- Eighth Grade Student who has spent at least one year in the eighth grade.

Grading procedures will be the same as the high school guidelines (Passing score of 70%, etc.); a section listing the guidelines will be added to the 2009-2010 Middle School Course Listing Guide.

Funding Parameters:

- Purchase of API modules will be a campus decision.
- All API materials will be purchased from local and/or categorical campus budget sources.
- Staff for running of API modules program will be provided as per the current staff allocations/no additional staff hired to run the program.

THE FOLLOWING WILL REQUIRE WRITTEN PERMISSION FROM THE RECEIVING HIGH SCHOOL PRINCIPAL: (High School API Modules in Middle School): 8th Graders who satisfy all 8th Grade promotion criteria through a combination of regular instruction and/or API modules may begin 9th Grade API module coursework in the Middle School campus after obtaining the written permission of the receiving high school principal. Middle Schools will need to obtain the high school principal's written permission prior to allowing the above 8th Grader to begin middle school API modules if the possibility exists that the student will continue with high school API Modules while still in middle school. The official form to request the high school principal's written permission is included in this document (See Page 19).

The following guidelines will be adhered to by all Middle School programs utilizing the API curriculum modules.

1. Location: All Middle Schools.
2. Eligibility: See above Middle School Eligibility Criteria.
3. Referrals are made to the program by a :
 - a. Parent
 - b. Student
 - c. Counselor
 - d. Administrator
4. Referrals are made to:
 - a. The At-Risk counselor or designee.
 - b. The Lead Teacher for the program.
5. An initial interview is done with the student. The following areas will be reviewed:
 - a. The seriousness of the student intent.
 - b. The specific need-based on credit count – the graduation plan should also be fully reviewed.
6. Dismissal – a student may be dismissed from this program if he/she does not comply with program expectations:
7. Student-Teacher Ratio must not exceed 15 to 1.

API Curriculum Program Guidelines:

GRADING PROCEDURES:

1. All modules grades must equal to a 70 or better.
2. The final exam grade must equal to a 70 or better.
3. The final average, when adding the module grade average and the final exam, must equal to an 80 or better.

Getting the final grade average:

Add all module grades and divide by the number of grades times three plus final exam grade divided by four.

Example 1: (Sum of API modules grades \div number of API grades \times 3 + Final Exam) \div 4 = Average

Example 2: Subject Math (4 modules)

a. Module grades:

1	2	3	4	
81	84	82	80	=327

- b. $327 \div 4$ (modules) = 82
- c. $82 \times 3 = 246$
- d. $246 + 90$ (Final Exam grade) = 336
- e. $336 \div 4 = 84$ (Average)

(Module grade average = $\frac{3}{4}$ Final Exam = $\frac{1}{4}$)

- f. Rounding-off grade averages:
 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.

APPENDIX C

Effective Migrant Educational Strategies

Migrant educators have found that the instructional strategies effective with migrant students are often those that have become widely recognized as good practice for students in general.

Migrant Tutorial Classes

Migrant tutorial classes are offered at some of the middle school campuses. These classes are designed to assist migrant students who enter late and/or withdraw early with incomplete work so that they may earn course credit. The migrant tutorial teacher obtains assignments from the regular teachers. These assignments do not necessarily have to represent all assignments given to other students in the class, but should cover the essential knowledge and skills expected of all students. As the student completes the assignments, they are returned to the regular program teacher for grading. All grades and the award of credit are the responsibility of the regular program teacher.

If a migrant student enters school several weeks into the school year, middle schools can use migrant tutorial classes in place of regular classes. The student may remain in the tutorial class for all or most of the day until work is completed.

Migrant tutorial classes also provide academic assistance to students who are experiencing difficulty in their regular classes. Students may be scheduled into a tutorial class in place of a regular class. Students may also be tutored in TAKS tests that they have not mastered.

Extended Day Programs

Extended Day Programs are offered before or after school. These programs function much like the tutorial classes scheduled during the regular day, with the tutorial teacher obtaining assignments for the students and facilitating their completion.

API Courses

The American Preparatory Institute (API) provides a self-paced, competency-based curriculum that allows students to move through the courses at their own rate. At the middle school level, courses have been developed for some of the courses offered in the core areas of a typical middle school curriculum. Some courses are now available online as well as through the traditional printed materials.

Middle School Courses

Mathematics 7th and 8th

Reading 7th and 8th

Language Arts 7th and 8th

Science I and II (7-8)

Texas History

U.S. History and Citizenship

Non-credit courses are also available to enhance student's basic skills. See the API catalogue or website, (www.api.ctcd.cc.tx.us), for a complete listing.

API courses are available through the migrant tutorial program at some middle schools. They may be used to accelerate the progress students who have fallen behind and to complete courses that students started elsewhere.

Project SMART

Project SMART (Summer Migrants Accessing Resources through Technology) is a distance learning program sponsored by the Texas Education Agency. Live broadcasts are available each summer in Texas and other participating states for students from early childhood through high school.

Migrant Secondary Summer Program

Tuition is paid for eighth grade migrant students to attend regular summer high school classes. The high school summer program uses an extended day format to provide tutoring. Project SMART, API, and correspondence courses as well as credit-by exam are available to participating students.



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

Seventh Grade Alternate Promotion to Eighth Grade

STUDENT NAME: _____ PEIMS/ID: _____

The at-risk committee of _____ School met on _____ to review the
Name of School **Date of Meeting**

extenuating circumstances related to the failure of _____ to meet the BISD
Student Name
promotion criteria at the end of _____ school year.
Year

Historical Data:	
Previous retention/s in grade/s year/s: _____	
Previous placement in grade/s year/s: _____	
Special education comprehensive assessment (year): _____	
Participation in at-risk programs (year):	
_____ HOSTS	_____ Tutorials
_____ Summer School	Others (Specify): _____
_____ Dyslexia	_____
_____ Special Education	_____

Attendance Data:	
Number of absences during _____ school year: _____	
Number of absences due to illness, family emergencies, other valid excuses: _____	
Number of absences for which valid reasons have not been provided: _____	
Number of unexcused absences for which student has regained credit through campus attendance makeup procedures: _____	

The committee hereby recommends promotion into the eighth grade based on the fact that the following conditions have been met:

1. Student's overall average is **60 percent or above; and**
2. Student **mastered two of the three seventh grade TAKS subject areas of mathematics, reading, and/or writing.**

An eighth grade intervention plan will be developed. The committee recommends the following:

_____ Summer School (Course/s): _____

_____ Tutorials (Course/s): _____

_____ Other: _____

At-Risk Committee Members' Signatures:

Dates:

_____	7th Grade Teacher	_____
_____	7th Grade Counselor	_____
_____	Parent	_____
_____	Middle School Principal/Designee	_____

Note: Records of students who have previously met the TAKS requirement and during the Summer School Program raised their overall average to above 65% will be reviewed. Copies of this form, student's transcript, and choice slips must be submitted to the receiving school no later than 15 working days after the last instructional day of the summer school.



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
Eighth Grade Alternate Promotion to Ninth Grade
For students who Meet
Student Success Initiative Advancement Requirement

STUDENT NAME: _____ **PEIMS/ID:** _____

The at-risk committee of _____ School met _____ to review the
 _____ on _____
Name of School **Date of Meeting**

extenuating circumstances related to the failure of _____ to meet the BISD

Student Name
 promotion criteria at the end of _____ school year.

Year

Historical Data:	
Previous retention/s in grade/s year/s: _____	
Previous placement in grade/s year/s: _____	
Special education comprehensive assessment (year): _____	
Participation in at-risk programs (year): _____	
_____ HOSTS	_____ Tutorials
_____ Summer School	Others (Specify): _____
_____ Dyslexia	_____
_____ Special Education	_____

Attendance Data:
Number of absences during _____ school year: _____
Number of absences due to illness, family emergencies, other valid excuses: _____
Number of absences for which valid reasons have not been provided: _____
Number of unexcused absences for which student has regained credit through campus attendance makeup procedures: _____

A Personal Graduation Plan that addresses the individual academic needs of the student has been developed and the committee herewith recommends promotion to the ninth grade based on the fact that the following **conditions** have been met:

1. Student's overall average **60 percent or above**; AND
2. Successful completion of assigned summer school course(s).

All of the committee members are in agreement with the above decision, and a copy of the Personal Graduation Plan and ARD minutes are attached to this form which will be submitted to the receiving high school campus upon registration of the student.

At-Risk Committee Members' Signatures:	Dates:
_____ 8 th Grade Teacher	_____
_____ 8 th Grade Counselor	_____
_____ Parent	_____
_____ Middle School Principal/Designee	_____
_____ High School Principal/Designee	_____

Note: ***If the student meets Alternate Promotion criteria, only a majority of the committee vote is required for promotion.***
If the student does not meet Alternate Promotion criteria due to an extenuating circumstance, a unanimous committee vote is required for promotion.