



Brownsville Independent School District

Agenda Category: General Function Board of Education Meeting: 06/24/26

Item Title:	<u>2026-2027 Elementary and Secondary</u>	<u>X</u>	Action
	<u>Grading Procedures and the 2026-2027</u>	<u> </u>	Information
	<u>MS Course Listing Guide Amendment</u>	<u> </u>	Discussion

BACKGROUND:

Administration respectfully requests approval of the 2026-2027 Elementary and Secondary Grading Procedures documents as well as the amendment to the 2026-2027 MS Course Listing Guide. All campuses were involved in discussions concerning changes, updates, and feedback. Department administrators also worked with their individual sections of the documents to ensure compliance with Texas Education Code and Texas Administrative Code requirements. The attached pages highlight the minor and major changes from the 2026-2027 documents.

FISCAL IMPLICATIONS:

No cost to the district.

RECOMMENDATION:

Recommend approval of the 2026-2027 Elementary & Secondary Grading Procedures and amendment to the MS Course Listing Guide at no cost to the district.

D. Emerson/Dr. N. Ibarra-Cantú

Submitted by: Principal/Program Director

D. Emerson/Dr. N. Ibarra-Cantú

Recommended by: Asst. Supt./Exec. Dir.

Beatriz Hernandez
Approved by: Chief Officer

Approved for Submission to Board of Education:

Dr. Aida T. Benavides, Interim Superintendent



AN EARLY COLLEGE DISTRICT
BROWNSVILLE
 INDEPENDENT SCHOOL DISTRICT



Dr. Alda T. Benavides
 Interim Superintendent of Schools

Dolores Emerson
 Executive Director Elementary Education

DEPARTMENT OF CURRICULUM, INSTRUCTION & ACCOUNTABILITY

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2026-2027 Elementary Grading Procedures

All Instances	Update School Year, Page Numbers, Dates and Grammatical Errors
14	Update Section 504 Committee
16-17	Update Academic Dishonesty/Cheating
25-28	Update Philosophy
30-31	Update Kindergarten Instructional Program
32-33	Update First Grade Instructional Program
35-36	Update Second Grade Instructional Program
37-38	Update Third Grade Instructional Program
38, 40	Update Assessment
53-56	Update Components of the Science of Teaching Reading and Structured Literacy
69	Update Appendix A-4 Section 504



**Brownsville
Independent
School District**

**CURRICULUM, INSTRUCTION
& ACCOUNTABILITY DEPARTMENT**



**2026-2027
ELEMENTARY
GRADING PROCEDURES**

**BOARD APPROVAL PENDING*

BISD EXPECTATIONS FOR THE GRADING AND REPORTING OF STUDENT PROGRESS

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 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 return 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

[Curriculum Alignment - Brownsville Independent School District](#)
[\(bisd.us\)](#)

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GRADING PROCEDURES

INTRODUCTION INSTRUCTIONAL GOALS AND OBJECTIVES EA (LOCAL) DATE ISSUED: 9/2/2002

Curriculum and Instruction

The District will provide a well-balanced, perpetually challenging, standards-based curriculum and deliver effective instruction to all students enrolled, thereby preparing them to pursue a postsecondary education and/or career and to possess both independent and group learning and thinking skills in a multicultural, multilingual, and rapidly changing world.

Curriculum Philosophy

The District core competencies, skills needed to independently meet the challenges of living successfully in the United States in the 21st century, profile the District graduate as one who exceeds national and state norms in the following areas: reading and comprehension, oral and written language, social interactions, critical thinking skills, calculating and measuring, comparing, researching, negotiating and mediating, technological acuteness, environmental responsiveness, and physical and mental health.

The District shall provide all students with equal access and opportunities to progress through a curriculum of objectives that set high learning expectations for all in accordance with their strengths and aligned with their special needs. An individualized education plan (IEP) will delineate the least restrictive environment for special needs students.

The District's curriculum shall be standards-based and meet the national and state PK Guidelines and Texas Essential Knowledge and Skills.

District Curriculum Responsibility

The District shall adhere to and comply with statutory mandates and Texas Education Agency guidelines and shall implement local policies in a manner consistent with the above stated philosophy.

A complete listing of all courses offered in the District shall be found in the course listing guide and grading procedures approved annually by the Board.

Curriculum shall be designed, developed, and delivered through the collaborative efforts of all District personnel. The District's curriculum development plan shall address the following areas:

1. Aligned, written, taught, and assessed curriculum objectives;
2. Periodic review of curriculum objectives, scope and sequences, material resources, and assessments for all subjects/ courses;
3. Vertical Prekindergarten through grade twelve articulation, alignment, and horizontal coordination;

4. Diversity of materials and resources aligned to curriculum objectives;
5. A staff training program that includes theory, demonstration, practice/feedback, mentoring/coaching, and monitoring of delivery;
6. Multi-faceted assessment systems;
7. Appropriate District and campus budgetary allocations;
8. Data-driven instructional decision-making processes;
9. Roles and responsibilities of staff members at the District, campus, and classroom levels;
10. Standard operating procedures for new initiatives; and
11. Action-research, study groups, and other collaborative models for campus curriculum planning.

District curriculum planning shall be coordinated and implemented to ensure an overt Prekindergarten through grade twelve alignment of courses, objectives, and learner core competencies.

Campus and Teacher Curriculum Responsibility

It is the responsibility of the campus staff and the teachers to individualize the District's curriculum according to data driven student and campus needs.

The teacher, as facilitator of learning, must plan instruction that ensures that curriculum objectives are taught, core competencies are mastered, student learning is assessed, and each child achieves his or her potential. A variety of instructional resources and assessment strategies aligned with multiple resources must be used to teach and measure success in terms of the District's stated curriculum objectives.

Congruence between the written, taught, and assessed curriculum must be evident in the classrooms of the District and the teaching/learning situation must reflect current research, best practices, and technological advancements across all content areas and levels.

It is the responsibility of the campus based instructional leadership teams to ensure that each student is being provided the opportunity to master the required curriculum objectives, that the District's curriculum is being implemented, and that authentic assessment reflects high levels of synthesis, analysis, and creating of new products in accordance with national and state standards. All modifications and accommodations must be followed in accordance with a student's Individual Education Plan (IEP) or 504 plan. At campuses where migrant teachers are available, the migrant teacher can provide the migrant students with supplemental instructional support as needed to assure the migrant students' academic success.

SITE–BASED DECISION–MAKING/CAMPUS NEEDS ASSESSMENT (CNA) PROCESS

The District shall maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each campus to direct and support the improvement of student performance for all students. Education Code 11.253(a) Brownsville ISD BQB (Legal) - Date Issued: 6/5/2017

The BISD Site–Based–Decision–Making Delineation and Decentralization Parameters for Curriculum allow for:

- A. deviations from the set curriculum;
- B. the construction/submission of curriculum waivers; and
- C. the selection and construction of evaluative measures.

The BISD Department of Curriculum and Instruction will work collaboratively with campus curriculum committees in all of the above areas. As campuses research, develop proposals, and come to consensus regarding waiver requests, these requests, approved by the SBDM and other stakeholders, must be submitted to the Department of Curriculum and Instruction. All waiver requests must include goals and objectives, activities, budgets, long and short-range evaluative measures and checkpoints.

The principal shall be responsible for ensuring that no campus-initiated decision violates rule, law, or policy, unless the campus has obtained a waiver (see BQB (Legal) preceding and BF).

Except as prohibited by law (see BF), a campus may apply to the Board for a waiver of a local policy. An application for a waiver must state the achievement objectives of the campus and the reasons for requesting the waiver.

GRADING GUIDELINES

The Brownville Independent School District (BISD) recognizes that the individual needs of each student should be fulfilled and that each student matures and develops according to his/her own unique growth pattern. Thus, BISD's teaching techniques are modeled so that each student receives instruction at the appropriate level of difficulty and complexity; the grading procedures reflect this as well.

District report cards reflect students' progress through a prescribed set of skills appropriate for performance and development levels and reflected in the Texas Essential Knowledge and Skills (TEKS) and in the English Language Proficiency Standards (ELPS). Each campus will develop a regular system of portfolios, letters sent home, and certificates of progress to supplement and support report card information for all students (i.e., special needs, at risk, G/T, etc.).

All students in Grades 1-5 will receive a report card on a six weeks/marketing period basis. At the end of the first three weeks of a grading period, the teacher will provide a notice of progress to the parent or guardian of a student whose grade average in any subject is lower than 70 or whose grade average is deemed borderline. Also, if a student's grade drops significantly (example: 95 to a 75), parents or guardians should be notified and given the opportunity to seek assistance for that student. Prekindergarten students (PK3/PK4) will receive a progress report/report card beginning the second six weeks/marketing period based on the PK Guidelines. Students in kindergarten will receive a report card each six weeks/marketing period.

Parent-teacher conferences will be held for students who are failing and/or as needed to discuss and review a student's strengths and weaknesses. **Parent-teacher conferences will be held at least twice annually, at the end of the second and fourth six weeks.**

GRADES

In defining progress as movement toward mastery of the Texas Essential Knowledge and Skills (TEKS) as required by the laws of the state of Texas, the following grading scale applies:

GRADES 1 – 5

Senate Bill 2033/Sec. 28.0261 effective 9/1/09 states that a district policy must (1) 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. Campus administration may require proper documentation to support a yearly average of 69.

Instructional personnel are to utilize numerical grades (0-100) in grading papers, tests, and other assignments in the areas of Reading, English/ESL, Writing, Math, Social Studies, Science, and Physical Education. Numerical grades earned will then be recorded in the grade book.

90-100	Excellent (A)
80-89	Good (B)
75-79	Average (C)
70-74	Needs Improvement (D)
Below 70	Failing

The grading scale for Health, Theatre Arts, Art, Music, Technology Applications, Languages other than English, and Handwriting is:

E	-	Excellent
S	-	Satisfactory
I	-	Improving
NI	-	Needs Improvement

The Fine Arts grades consist of: Art, Music, and Theatre Arts.

All assignments (both daily work and major projects/assessments) must be posted and published within 5 school days after student submission.

ACADEMIC ACHIEVEMENT RETENTION AND PROMOTION EIE (LOCAL)

KINDERGARTEN

As general practice, kindergarten students shall not be retained. Principals may retain a student due to developmental reasons, long-term illness, or other unforeseen factors. Grade designators in kindergarten shall be “D” for developed and “SD” for still developing.

GRADES 1-5

In grades 1-5, promotion to the next grade level shall be based on a yearly average of 70 or above in English/Spanish Language Arts and Reading, Mathematics, Science, and Social Studies. The Language Arts average shall be derived by averaging grades earned in Reading, Language Arts and Writing, and Spelling.

SPECIAL EDUCATION

Students in the Special Education Program will follow the BISD grading/retention procedures. Under exceptional circumstances, any necessary deviation needs to be presented and considered to the Admission Review and Dismissal (ARDC) by campus administration and documented in the student’s individualized education plan (IEP).

PROCEDURES FOR SIX WEEKS/MARKING PERIOD REPORT CARD GRADES

Grades reflect the academic progress of a student. All grades are based on an alignment with the Texas Essential Knowledge and Skills (TEKS) and with the district’s curriculum instructional framework.

Student behavior will not be reflected in the subject area grade, but rather in the section for conduct on the report card.

Grades must reflect accommodations and modifications according to a student’s Individualized Education Plan (IEP) or 504 Plan.

PREKINDERGARTEN

Prekindergarten students, including ECSE students, will receive a Start of the Year (SOY) Parent Letter for the 1st six weeks/marketing period. The students, including ECSE students, will receive a Prekindergarten Progress Report beginning the second six weeks and for each six weeks/marketing period as set forth in the annual district calendar approved by the Board of Trustees. The Prekindergarten progress report will be aligned to the TEA Prekindergarten Guidelines (update 2022). Grade designators shall be “D” for developed and “SD” for still developing. The Prekindergarten program will also implement the Center for Improving the Readiness of Children for Learning and Education (CIRCLE) (CPALLS+) to measure the student’s progress in the areas of literacy, math and science. The CIRCLE C-PALLS+ reporting of progress for Prekindergarten will occur at the beginning of the year (BOY), middle of the year (MOY) and end of year (EOY). The Prekindergarten curriculum frameworks will be aligned to the PK Guidelines and current state adopted system. The Prekindergarten/ECSE teachers will use a “grading scale” that will indicate student

progress for each six weeks/marking period, starting with the second six weeks.

D Developed **SD** Still Developing

Please refer to pages 24 and 25 for the Prekindergarten reading program standards i.e., CIRCLE, CPMS, and Professional Development.

KINDERGARTEN

Students in Kindergarten including ECSE students will receive a report card each six weeks/ marking period. The Kindergarten report card will be aligned to the TEA Kindergarten Texas Essential Knowledge and Skills (TEKS). The Kindergarten/ECSE teachers will use a grading scale that will indicate student progress for each six weeks / marking period.

D = 80-100
SD = 0 -79

D Developed **SD** Still Developing

Reporting of progress using the mCLASS Biliteracy for Kindergarten will occur at the beginning of year (BOY), middle of year (MOY), and end of year (EOY). Progress monitoring will occur two weeks after each scheduled assessment. This will be for students requiring intensive support and/or performing below or well below benchmark.

First through Fifth Grading Subject Areas

Each teacher’s grade book must contain a minimum of three test grades and two daily work grades for English/Spanish Language Arts and Reading, Math, Science and Social Studies per six weeks/marking period. Campus administration will present the board approved elementary grading procedures and campus grading expectations to the teachers during one of the campus staff development days.

English/Spanish Reading Language Arts

I. Reading

A. English-Spanish/English/ESL (60%)

1. Beginners: Follow stipulated guidelines for grading for first and second grade. These grades are derived from ESL tests, both oral and written, drama, etc.
2. Intermediate, Advanced, ESL, Parental Denials, monitored (M1, M2, M3, M4, and M5) (for PEIMS purposes (F) First Year and (S) Second Year) and English Proficient (Eps): three test grades per six weeks/marking period.
3. Two daily grades per six weeks/marking period are also required. Assignments from the ESL or English book may be used as evaluative measures for report card purposes.

B. Language Arts and Writing (30%)

The grades will be comprised of the written component and grammar. Writing compositions will focus on the writing process. Bilingual students must be provided Spanish writing and grammar skills, which will help them transfer to the second language.

- 1) Three test grades must minimally be derived from three written compositions and grammar. The written composition will be scored holistically, according to the STAAR rubric (**pending TEA rubric**), and taken to publishing.
- 2) Two daily grades per six weeks/marking period are also required.
- 3) Bilingual teachers of intermediate and advanced students must incorporate the use of ESL methodologies and instruction as their basis for assessment in English grammar, composition, etc.
- 4) The written composition assignments and/or grades can be derived from brainstorming, writing the first draft, revising and editing, mini lessons, peer and/or teacher conferences, teacher observation and grammar usage. Published work does not need to be typed.

C. Spelling (10%)

1. Each teacher's grade book must minimally contain three test grades per six weeks/marking period.
2. Each teacher's grade book must minimally contain two daily work grades per six weeks/marking period.
3. Spelling is an integral component of decoding, structural analysis, context clues, and vocabulary development.
4. Spelling is an integral component of the editing phase of the writing process.

D. Handwriting

1. Cursive writing instruction begins in second grade.
2. The teacher's gradebook must contain a minimum of 3 daily grades per six weeks/marking period; grading scale will convert from a numerical average to an alpha grade.

II. Math

1. Each teacher's grade book must minimally contain three test grades per six weeks and two daily grades per six weeks/marking period.
2. At least 1/2 of each test grade must be derived from problem solving situations and performance tasks.
3. Math will be weighted at 100%.

III. Science

1. Each teacher's grade book must minimally contain three test grades per six weeks/marking period.
2. Each teacher's grade book must minimally contain two daily work grades per six weeks/marking period.

4. It is recommended by the TEA that up to 60 percent of the elementary science instruction be hands-on activities; therefore, it is recommended that at least one of the test grades be based on a laboratory activity or experiment with clearly defined criteria, which is understood by the student prior to the project. Scoring rubrics should be agreed upon by the grade level, approved by the campus principal, and distributed to parents and students prior to the assignment of a classroom project.
5. Notebook writing has become a very strong part of the district's science program. Whether or not to include notebooks as part of the students' grades will be a campus decision.
6. Science will be weighted at 100%.

IV. Social Studies

1. Each teacher's grade book must minimally contain three test grades per six weeks/marketing period.
2. Each teacher's grade book must minimally contain two daily work grades per six weeks/marketing period.
3. It is recommended that performance tasks be included as a test grade for Social Studies. Performance tasks must have clearly defined criteria, which are understood by the student prior to the project. Scoring rubrics should be agreed upon by the grade level, approved by the campus principal, and distributed to parents and students prior to the assignment of a classroom project.
4. Social Studies will be weighted at 100%

PROGRESS REPORTS

By the end of the third week of the six weeks/marketing period, a minimum of 2 test grades and 1 daily work grade will be documented for each student who has been in attendance for at least 15 days of the six weeks period/marketing period.

V. Health and Physical Education

A. Health

1. Physical Education Coaches will be responsible to report grades on alternating reporting periods as shown below: grading scale will convert from a numerical average to an alpha grade.*

	1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
Grade Levels	K-2	3-5	K-2	3-5	K-2	3-5

*Daily grades may be derived on any health-related topic, a health-related science project, or a written song, poem or play with a CATCH message. They can also be derived from the student's CATCH worksheets and assignments where they can create and analyze healthy menus, read about the adventures of the CATCH characters, create recipes of healthy foods; know what the food guide pyramid is, as part of the implementation of the CATCH Program.

B. Physical Education

1. Each student will be graded on a 15 points per week grading system plus 10 points for a combination of skills, written texts, and/or participation.
2. Each student will receive a grade for performance.
3. Physical Activity Impact-Administering and/or withholding physical activity as a form of punishment and/or behavior management is an inappropriate practice.

VI. Technology Applications

- A. Instruction and assessments must be TEKS based.
- B. The teacher’s gradebook must contain a minimum of 3 daily grades per six weeks/ marking period; grading scale will convert from a numerical average to an alpha grade.
- C. Campuses and/or grade levels, which have technology teachers, will report grades every marking period.
- D. Campuses and/or grade levels who do not have technology teachers will report grades on alternating reporting periods. (See sample below)

	1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
Technology Applications		X		X		X

VII. Fine Arts

- A. Schools or grade levels, who have an Art teacher, will record grades in those areas of the fine arts every six weeks.
- B. Schools or grade levels, who have a Music teacher, will record grades in those areas of the fine arts every six weeks.
- C. Schools or grade levels, who do not have any Fine Arts Teacher(s) will record grades in music for three six weeks.

Schools with Fine Arts Teachers:

	1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
Art	X	X	X	X	X	X
MUSIC	X	X	X	X	X	X

Schools without Fine Arts Teachers:

	1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
MUSIC		X		X		X

- E. The teacher’s gradebook must contain a minimum of 3 daily grades per six weeks/ marking period; grading scale will convert from a numerical average to an alpha grade.
- F. All Fine Arts instruction must be TEKS based.

GRADES 1 – 5

Students in grades 1 – 5 will receive report cards every six weeks/marking period as set forth in the annual District calendar approved by the Board of Trustees.

THE FOLLOWING STATEMENTS APPLIES TO ALL GRADED AREAS

When a teacher adheres to three test grades and two daily grades, weighting of grades is automatically built in (Appendix A-5). The following are exceptions:

- 1) Language Arts Weights: First through Fifth Grade levels:

SAMPLE

The yearly language arts averages shall be weighted as follows:

A. Emergent Bilingual students (Beginner, Intermediate, Advanced, and ESL students):

Reading	60%
Language Arts and Writing:	30%
Spelling:	10%

B. Eps, Parental Denials, and Monitored (for PEIMS purposes (F) First Year and (S) Second Year)

Reading	60%
Language Arts and Writing:	30%
Spelling:	10%

IX. Migrant students often enter late 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 into the District” and “under no circumstances should a migrant student due to migration be denied the opportunity to complete coursework for credit”. Therefore, migrant students should be allowed every opportunity to submit make-up work. Transfer grades if available must be used.

X. **Performance Task**

Performance tasks are learning activities or projects through which students apply what they have learned to real life situations. Projects of said nature, in any subject area, may count for one or two test grades. For example, a teacher may grade one project for process and use that as a test grade and then give the same project a product test grade. Performance tasks should target both process and content.

XI. **Section 504 Committee**

The Section 504/~~Dyslexia~~ 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 Student Service Plan (SSP), the grade is invalid and a new grade must be determined after accommodations are implemented.

Scoring Fluency

For report card purposes, the teacher will use the Monday “Cold Reading” score.

CALCULATING ACCURACY FLUENCY RATE

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Reading comprehension depends on the ability to identify words correctly. Reading accuracy entails the ability to automatically decode and identify words. To determine the accuracy fluency rate, the teacher begins the timer when the student reads the first word of the given passage and discreetly marks the errors or miscues on their copy of the text as the student is reading. Teacher then stops at one minute. (Note: If the student completed the passage within the one-minute period, then they begin to read again from the beginning.) Subtract any errors or miscues from the total words read. This results in the Words Correct Per Minute (WCPM) Score. For example: The passage has 60 words total and the student reads 56 words in one minute and has 8 errors or miscues. Subtract 8 from 56 and the WCPM/Cold Reading Score is 48. After determining the total number of words read correctly (WCPM – see above), divide that number by the total number of words read from the passage. The answer is the accuracy rate for the student’s reading.

Sample Monday “cold read”

Passage: 60 words total

Student reads: 56 words in one-minute Errors: 8

Words Read Correct Per Minute: 48 WCPM

Note: The Words Read Correct Per Minute is the fluency rate that is noted on the report card.

Accuracy Percentage Rate: $48 / 56 = 86 \%$

The Accuracy Score is another tool that can assist the teacher in guiding a student in the right direction as noted in the chart “Accuracy Score for Classroom Use”.

PERCENTAGE	ACCURACY LEVEL	GRADE LEVEL DETERMINANT
94-100%	INDEPENDENT	<ul style="list-style-type: none"> · ABLE TO READ GRADE LEVEL PASSAGES INDEPENDENTLY · ON GRADE LEVEL
89-93%	INSTRUCTIONAL	<ul style="list-style-type: none"> · NEEDS HELP READING GRADE LEVEL PASSAGES · ABLE TO READ CURRENT GRADE LEVEL WITH ASSISTANCE
0-88%	FRUSTRATIONAL	<ul style="list-style-type: none"> · UNABLE TO READ GRADE LEVEL PASSAGES · READING 1-2 GRADE LEVELS BELOW CURRENT GRADE LEVEL

SUMMER SCHOOL GRADING GUIDELINES

All Summer School grades will be given equal weight and averaged for the final grade. If a grade is below 70, reteaching is required.

Grades must be collected using the district provided Accelerated Learning Academy curriculum. The minimum number of grades recorded will be contingent to the duration of the summer program.

A student (that failed to be promoted based on district policy EIE Local) who attends at least 90% of the Accelerated Learning Academy program and who satisfies the requirements for promotion shall be promoted to the next grade level at the beginning of the next school year. A student that fails to meet the 90% attendance rate and satisfies the requirements for promotion for the failed subject(s), will be individually reviewed by the Accelerated Learning Academy attendance committee to determine if the student's extenuating circumstances and successful work merit promotion. The attendance committee members (4) shall include:

- Accelerated Learning Academy Administrator
- Accelerated Learning Academy Lead Teacher
- Accelerated Learning Academy Teacher of Record
- Accelerated Learning Academy Teacher from the same program

RETEACHING/RETESTING GUIDELINES

If a test grade is below 70, reteaching is required. Reteaching is a continuous process; retesting must only be done one time. Reteaching should focus on those objectives of the test that the student did not master. The level of difficulty of the retest must be comparable to that of the original test. Retesting, after reteaching, will take place only for those students who scored below 70% on the initial evaluation. The maximum grade for retesting is 70%. When retesting is done, the initial non-passing test grade will be replaced by the retest grade, which is no more than 70%. Since reteaching is an integral part of the lesson cycle, it must be documented in the lesson plan book.

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 cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students. **No retests are available for students who received a "0" for academic dishonesty.**

- 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. d. If a student cheats on any part of a test and/or assignment given in parts that is administered on separate days, he/she will receive a zero(s) only in the part where the cheating occurred.
- c. 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.

MAKE-UP WORK GUIDELINES

- A. No student will be refused an opportunity to make up work if he/she is absent (EIAB Local).
- B. The teacher will make arrangements for make-up work on the day he/she returns to school.
- 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 no new content 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 teacher will immediately make arrangements with the student to schedule for the make-up tests.
- D. The teacher will make arrangements for make-up of work with any student missing work due to participation in extracurricular activities.
- E. If a student has been sent to "in school suspension" (ISS), he/she is to receive credit for assigned work completed while in attendance.

ELEMENTARY HOMEWORK GUIDELINES

Core Curriculum for All Students Bilingual, Gifted and Talented, Special Education

Homework is an essential part of the educational process. Its purpose is twofold:

- 1) to practice and reinforce skills that have been previously learned in the classroom; and
- 2) to develop responsibility and positive work habits.

Several principles of learning are involved in the teacher's planning for homework. Homework tasks should be such that pupils:

- 1) learn the task and perceive the task as important to learn;
- 2) are able to perform the task; and
- 3) obtain success from completing the task.

It is important to distinguish between “homework” and “work sent home because students have failed to complete work for which ample time in class was provided.” These guidelines are not concerned with the latter.

The following homework guidelines apply to all elementary students and classrooms (i.e., Gifted and Talented, Bilingual, etc.)

- 1) Homework is to be well planned and purposeful. Homework is not “busy work.” It should help transfer classroom learning to the home environment.
- 2) Homework assignments relate to class work and are an integral part of or an extension of the total lesson.
- 3) Students should know the assignment’s purpose and should receive adequate instruction, directions, and help prior to taking the work home.
- 4) Homework can include a variety of activities and skills:
 - ▮ reading to find answers to a specific question
 - ▮ brief drills in math or spelling
 - ▮ Practice Reading Fluency
 - ▮ collecting information
 - ▮ review and maintenance of prior learning
 - ▮ sharing ideas with parents
 - ▮ situations in which students engage in creative thought
 - ▮ explaining what is read or seen, classifying information, comparing and relating ideas, analyzing and applying principles, and experimenting with new concepts.
- 5) Homework should at times, also, involve students in home or community projects.
- 6) Homework assignments are not assigned for a grade.

The suggested amounts of time for homework per grade level are:

GRADE	DAILY
Pre-K	5-10 Minutes
K	10-15 Minutes
1	15-25 Minutes
2	20-35 Minutes
3	30-45 Minutes
4	30-45 Minutes
5	30-45 Minutes

Homework assignments for Pre-K & K should reflect what students are learning in class such as letters and sounds, numbers, practice writing their name, fluency, taking a book home to read, etc. By doing so, students are learning to be responsible for following through on assigned tasks.

- 7) Homework assignments should be reviewed promptly and remediation provided if needed. Classroom assignments taken as homework will be graded promptly.
- 8) Vacations and weekends are to be left free of homework so that students have opportunities to more fully participate in the social life of the family and the community. Weekend library book(s) or other similar reading assignments are acceptable in so far as they contribute to the concept of leisure and lifetime learning.
- 9) When students have more than one teacher, the amount of homework by teacher per day should be in proportion to the percent of time spent with that teacher.
- 10) Due dates on long term homework assignments, research papers and projects must also adhere to the above guidelines with the understanding that a student is provided the equivalent of a minimum of five homework days to complete the assignment. Long term homework assignments may extend over a weekend provided that a minimum of five days are available prior to the assignment's due date.
- 11) Homework is not to be given as punishment.

Quality, not quantity, is the guiding factor determining appropriate homework assignments for all students.

REPORT CARD GUIDELINES

A student's report card is a permanent record of a school year and should be prepared carefully and professionally as follows:

Electronic Report Cards:

Electronic Report Cards will be printed from eSchool Plus.

- 1) All fields required must be completed reflecting (student's legal name, ID #, Principal, etc).
- 2) All grades on the report card must come from the electronic gradebook. Handwritten grades are not to be posted onto the report card.
- 3) Check whether student is Non-LEP or a Parental Denial (PD).
- 4) Bilingual Status: Mark "B" for Beginner, "I" for Intermediate, "A" for Advanced, ESL, or M1, M2, M3, M4, and M5 for Monitored (for PEIMS purposes (F) First Year, (S) Second Year, (3) Third Year, and (4) Fourth Year).
- 5) If a student transfers to/from another school, information can be downloaded from eSchool Plus.
- 6) Follow the eSchool Plus procedures for setting up courses and schedules at your campus.
- 7) If a student has not been in attendance in a Brownsville School for at least half a six (Rule of Thumb = 15 days) weeks/marking period, grades generated will reflect progress to date. Print report card, stamp it "Does Not Reflect Six Week Grades" and mark attendance. Should the child be withdrawing, attach stamped report card to electronic withdrawal form. Receiving campus will enter said grades as "Daily Grades" to be averaged with the student's present work.

- 8) Should a student transfer from a campus other than a Brownsville ISD campus, draw a slash through the six weeks/marking period that the student was not in attendance in BISD. If the student transfers in the middle of a six weeks/marking, the student's grades will be averaged as "Daily Grades" along with the student's present work.

NOTE: Grades from both schools will be used to determine final yearly averages for the permanent record card. The teacher will schedule the student for the missing six weeks/marking period and enter the grades from his report card as an assignment for that six weeks/marking period. The grade will be averaged in with the other six weeks/marking period.

- 9) Comments on report cards should be objective and based on fact. Major concerns should be dealt with by means of parent/teacher conferences.
- 10) Hard copies with parent's signature should be kept on file.

Hard Copies:

- 1) All writing must be in black ink.
- 2) Information on the report card must reflect the student's legal name, teacher's name, etc. and will be typed or printed.
- 3) Once information has been recorded on the report card, correction fluid (liquid paper) may not be used. Corrections should be neatly crossed through and the correct information recorded. Initial all corrections as you would when completing legal documents (i.e., attendance sheets, etc.). Please use black ink when recording information.
- 4) Mark "E" for English or "S" for Spanish as the language of instruction. (Please refer to the Board approved Bilingual/ ESL Education Program Instructional Model).
- 5) Check [V] whether student is EPs or a Parental Denial (PD).
- 6) On Bilingual Status, mark "B" for Beginner, "I" for Intermediate, "A" for Advanced, ESL for English as a Second Language and "M1", "M2", "M3", "M4" or "M5" for Monitored (for PEIMS purposes (F) First Year and (S) Second Year).
- 7) If a student transfers from one Brownsville campus to another during the year, the original card will continue to be used; new information will be typed or printed after the original information.

Example:	Student:	Maria Tamez
	School:	Perez/Breeden Teacher: J. Cabrera/D. Treviño
	Principal:	M. Moreno/C. Gonzalez

- 8) If a student has not been in attendance in a Brownsville school for at least half of a six week or marking period (Rule of Thumb=15 days), grades will not be marked for that grading period. Instead, write on the report card that the student has not been in attendance long enough to receive grades for that period and post the number of days of attendance.
- 8) Draw a straight line through any area in which a child is not receiving grades and through periods during which a student was not in attendance in Brownsville ISD. For example, if

a student comes to Brownsville from another district in January, draw lines through the first three grading periods. The student's entry date should be recorded on the card.

Note: Grades from both schools shall be averaged to determine final yearly averages for the permanent record card.

- 9) Comments on report cards should be objective and based on fact. Major concerns should be dealt with by means of conferences.
- 10) If a student has been in attendance 15 days of the six weeks/marketing period, he/she shall be issued a report card.
- 11) In first through fifth grade, promotion to the next grade level shall be based on a yearly average of 70 or above in each of the following: English/Spanish Language Arts and Reading, Mathematics, Science, and Social Studies. The Language Arts average shall be derived from averaging the English or ESL, Spelling, and Writing grades EIE (Local).

Note: Please refer to the Board approved Bilingual/ESL Education Program Instructional Model.

ELECTRONIC STATE WITHDRAWAL FORM GUIDELINES

The electronic withdrawal form will be generated from eSchool PLUS by the Data Entry Clerk when a student withdraws from a Brownsville ISD campus. Before a student is officially withdrawn, the teacher must enter all grades on the report card or progress report. The electronic report card will be generated by the data entry clerk and the grades will reflect progress to date; said report card will be attached to the electronic withdrawal form.

- 1) A copy of the withdrawal form and report card are to be placed in the Permanent Record Folder (PRF) until the end of the year.
- 2) Reporting of Grades:
 - A. Grades reported on the report card will represent grades in progress.
 - B. All grades on the report card must come from the electronic gradebook. Handwritten grades are not to be posted onto the report card.
 - C. DO NOT record grades (even in pencil) on the Permanent Record Card (PRC).
 - D. The Receiving teacher will average incoming grades from the Electronic Report Card or Progress Report with his/her grades by entering said grades from the receiving campus as daily grades. The teacher then adds the days of attendance from both and issues a report card.
 - E. Signatures are required for Principal, Librarian, Counselor, and Nurse.
 - F. A copy of the electronic withdrawal form must be retained by the sending campus. This will provide a backup in the event that documentation is lost in transit.
 - G. At the end of the school year, the principal will meet with the teacher(s) and parents to discuss the student's academic progress based on the available six weeks grades on the report card. As a campus committee, a decision will be made whether a student will pass or fail based on the posted six weeks grades, as well as, other pertinent academic information that the committee may have on the student. The campus committee will have the written documentation on file for their decision.

- H. For PEIMS purposes, the state requires that all students have a pass or fail for course completion at the end of the school year. For students who are missing grades, the campus data entry clerk will manually input pass or fail for every course completion at the end of the school year.

Lesson Plans DLB (Legal)

A classroom teacher may not be required to prepare any written information other than a unit or weekly lesson plan that outlines, in a brief and general manner, the information to be presented during each period at the secondary level or in each subject or topic at the elementary level and other additional reports listed in DLB (Legal).

Lesson Plans and Grade Books

- 1) Daily lesson plans are required for several reasons:
 - A. To assist the teacher in planning for instruction.
 - B. To document that instruction has included state, district, and campus objectives reflecting required TEKS/PK Guidelines/ELPS/RtI Accommodations/Sp.Ed. Modifications/Accommodations and 504 Accommodations/Re-teaching/Re-testing.
 - C. To provide for continued instruction when substitute teachers are necessary.
- 2) Lesson Plan Procedures
 - A. Lesson plans should be turned in Forethought on a weekly basis **prior** to actual use.
 - B. A copy of required accommodations for special education/Section 504 students must be given to the classroom teacher and maintained in a confidential file.
- 3) Lesson plans and grade books must reflect the extensive data collected on each student using Instruments, such as, the following:
 - Problem-situations;
 - Oral presentations;
 - Projects or independent study;
 - Analysis of creative products;
 - Skills demonstrations or performances;
 - Essay examinations with definite questions;
 - Traditional essay examinations with general questions;
 - Compositions appropriate to the subject;
 - Daily recitations or papers;
 - Short-answer objective tests or quizzes;
 - Teacher observation;
 - Portfolio assessment;
 - Homework;
 - Notebooks/Journals; and/or
 - Student Performance Record;
 - Language/Content Objective

- 4) Supplemental reading materials to be distributed to students by teachers must be approved by principals. These include 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 approval on the Purchase Order.
- 5) Lesson plans must reflect accommodations/modifications as implemented for students with an Individualized Education Plan (IEP)/504 plan. Documentation in the lesson plan books should be in accordance with FERPA requirements in which no clearly identifiable student identity is documented. Grades must reflect accommodations and modifications according to a student's individualized Education Plan (IEP) or 504 plan.

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT



READING PROGRAM STANDARD OPERATING PROCEDURES (SOP)

PHILOSOPHY

Brownsville Independent School District's reading program, grounded in the Science of Teaching Reading (STR), is based on cognitive psychology, linguistics, and educational research that emphasizes systematic, explicit, and sequential reading instruction. The program is designed to support all learners, including English learners and students with exceptional needs, by integrating research-based instructional strategies into classroom practice. The framework aligns with the Texas Prekindergarten Guidelines and the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR), providing educators with evidence-based instructional practices that support effective literacy instruction. The implementation of the Structured Literacy Model is aligned to the Science of Teaching Reading as it supports the implementation of High-Quality Instructional Materials (HQIM) and ensures students receive explicit, systematic, and data-driven literacy instruction aligned to the Texas Essential Knowledge and Skills (TEKS).

In accordance with House Bill (HB) 3, the Brownsville Independent School District is committed to ensuring that all teachers in grades K–3, any educator providing reading instruction to K–3 students, and elementary principals are highly trained in the Science of Teaching Reading. This commitment ensures the delivery of evidence-based literacy instruction that promotes critical thinking and strengthens students' listening, speaking, reading, and writing skills.

The key components of the Science of Teaching Reading include:

1. **Phonemic Awareness** – Recognizing and manipulating individual sounds in words. Activities may include rhyming, segmenting, and blending sounds to strengthen early reading skills.
2. **Phonics Instruction** – Teaching the relationship between letters and sounds in a systematic manner to help students decode unfamiliar words.
3. **Vocabulary Development** – Building students' word knowledge and language usage through diverse reading materials, including the study of word roots, prefixes, and suffixes.
4. **Reading Fluency** – Developing accurate, expressive, and efficient reading through repeated reading opportunities and fluency practice.
5. **Comprehension Strategies** – Teaching students to understand, analyze, and respond to literary and informational texts.

Structured Literacy in Kindergarten through 3rd grade is aligned to the STR framework and supports the effective implementation of High-Quality Instructional Materials (HQIM) with fidelity. Structured Literacy provides students with increased opportunities to receive effective grade-level instruction in both word recognition and language comprehension. Instruction incorporates explicit, systematic, and sequential teaching practices aligned to the Science of Teaching Reading, including phonological awareness, phonics, fluency, vocabulary, comprehension, and writing.

The goal is for all students to develop essential literacy skills through grade-level instruction combined with targeted intervention and support. Dedicated instructional time is allotted for students to practice and master skills based on current individual student data in order to improve reading proficiency outcomes. Effective instruction also includes the use of valid and reliable assessment data to identify student strengths and areas of need, which then drive instructional decisions and targeted support.

The district also utilizes district-approved instructional resources, ongoing progress monitoring, and data-driven instructional practices to support student achievement and ensure that all students receive high-quality literacy instruction aligned to state standards.

Brownsville Independent School District's reading program is a scientifically based research reading (SBRR) program that is founded on the understanding that the formal learning system is a continuum from birth to preschool to primary school to secondary education to higher education to college graduation and beyond. Each step depends on the successful completion of the prior step in order to prepare a child to meet the challenges of advancement. The BISD Program brings together the five components of a SBRR program. These components are supported by research based cognitive science and effective systematic focused instructional methodologies implemented as part of a balanced reading program. The five components are:

- ~~Phonemic Awareness (PA)~~—The knowledge and manipulation of sounds in spoken words.
- ~~Phonics (P)~~—The relationship between written and spoken letters and sounds.
- ~~Reading Fluency (RF), Including Oral Reading Skills~~—The ability to read with accuracy and with appropriate rate, expression, and phrasing.
- ~~Vocabulary Development (VD)~~—The knowledge of words, their definitions, and context.
- ~~Reading Comprehension Strategies~~—The understanding of meaning in text.
 - ~~Must be based on scientifically based research (SBR)~~
 - ~~Must include classroom based screening and instructional diagnostic reading assessments.~~
 - ~~Should provide ongoing, high quality professional development focused on essential elements of reading.~~

The National Institute of Child Health and Human Development's major findings which are at the foundation of this philosophy are as follows:

- ~~Reading disabilities affect at least 10 million children or approximately one child out of every five~~
- ~~As many girls as boys are affected by reading disabilities~~
- ~~74% of all students who are reading disabled in the third grade remain disabled in the ninth grade~~
- ~~The ability to read and comprehend depends on rapid and automatic recognition of single words; slow and inaccurate decoding are the best predictors of difficulty in reading comprehension~~
- ~~Learning to read is not a natural process. Most children require systematic and explicit instruction~~
- ~~Early identification and intervention is essential to successfully treat students who are at risk for reading failure. There are accurate and reliable identification procedures that are linked to prevention programs~~
- ~~Instruction by expert teachers with proper training and skills can prevent Reading failure by emphasizing early development of Phonological Awareness. Intensive, direct instruction over a sufficient duration can remediate deficient decoding and word recognition skills. Children with the most severe impairments, however, respond more slowly~~

Systemic reform in the area of reading is the responsibility of the entire Brownsville community. The district, university, private schools, business leaders, medical community, and parents are all accountable for our community's children and their ability to read.

Exposure to a print rich environment and complex elaborated sentence patterns are part of the required

~~experiential background for BISD's first and second language learners. Excellent language models are critical for BISD's students' success in reading and learning.~~

BISD rejects retention and/or social promotion at any grade level as a solution when students are not reading on level. Early tertiary Intervention based on the 3-Tier Reading Model/Response to Intervention (RtI) and acceleration strategies based on early and regular assessments are mandated. BISD mandates the proactive and preventive rather than reactive and remedial, wait-to-fail approach to the teaching of reading. In short, it is critical that students be proficient and on-level readers by the end of the second grade and remain on-level readers of content area material and literary selections throughout their academic careers.

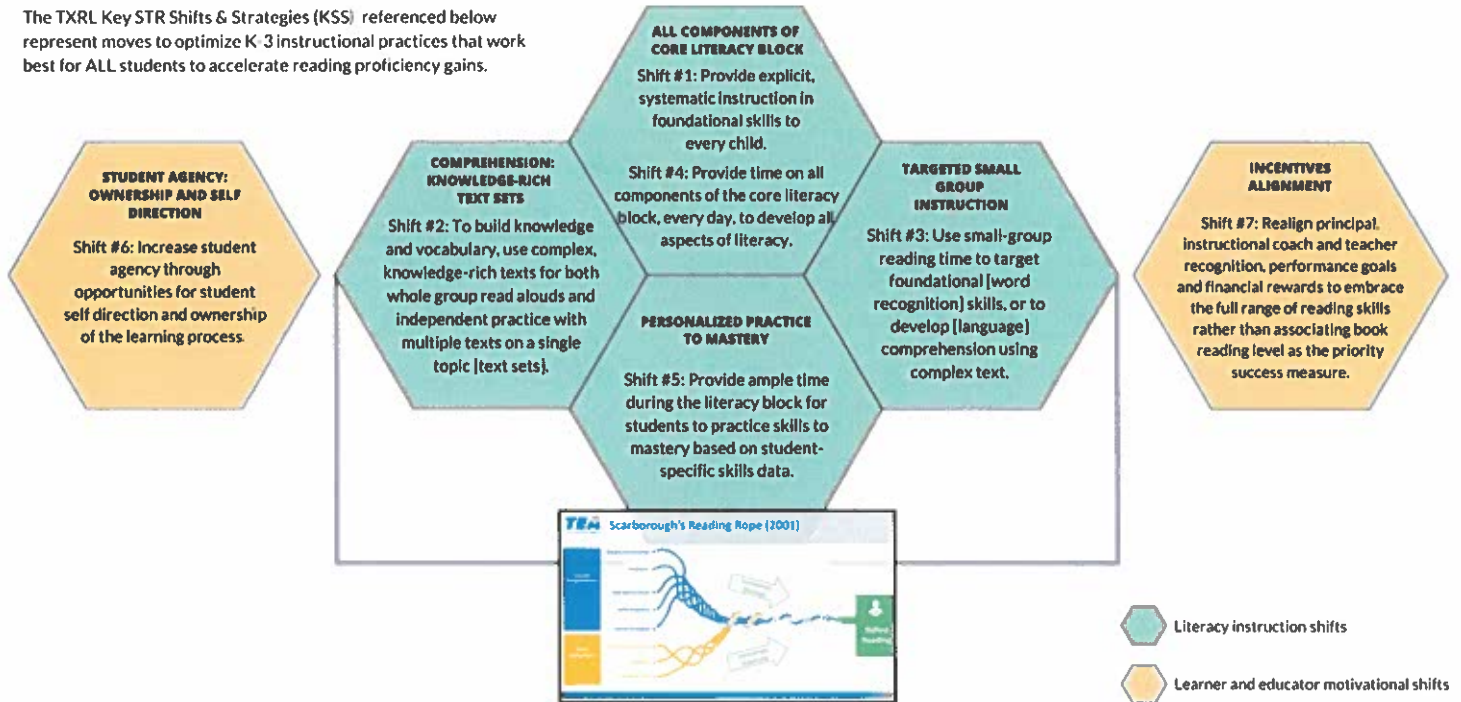
~~The BISD SBRR program is aligned with research in bilingualism and English as a Second Language methodology.~~ BISD students will be taught to read in their first language while simultaneously receiving structured, systematic, multisensory ESL listening, speaking, reading, and writing instruction as a preparation for transfer into English reading as outlined in the Board approved Bilingual/ESL Education Instructional Model that all campuses must follow. Although BISD respects the philosophy that it takes five to seven years to learn a language, the reality is that students who enter the district after the age of five will not have that gift of time needed for second language acquisition. Thus, it is the responsibility of the curriculum and instruction offered to such students, to accelerate teaching and learning in a way that will maximize opportunities to learn the nature and structure of the English language and translate that learning into production through reading and writing. The goal of the program is graduation of all students proficient in two languages with on-level English reading and writing as non-negotiable.

~~The program standards which follow bring together reading components supported by research from cognitive science and the effective practices of successful teachers in a balanced approach to reading instruction (Adams, Treiman, and Pressley) (Fletcher and Lyon, 2005) (Texas Reading Initiative, 1999). Balance is defined, not as the mindless eclecticism or rejection of scientific inquiry, but rather as the intelligent approach to reading practice supported by scientific research and the combining of skills involving phonological awareness and literature-rich activities.~~

~~The BISD's informed approach to the teaching of reading is appropriate for children from all language, cultural, and social backgrounds and the same quality of instruction must be equitably provided for all groups of children. The National Institute of Child Health and Human Development (NICHD) and Dr. Reid Lyon's research indicates that reading failure is a serious national problem and cannot be attributed to poverty, immigration, or the learning of English as a second language.~~

KEY STR SHIFTS & STRATEGIES*

The TXRL Key STR Shifts & Strategies (KSS) referenced below represent moves to optimize K-3 instructional practices that work best for ALL students to accelerate reading proficiency gains.



*Developed using excerpts and information from the following sources: [Simple View of Reading](#); [MA Literacy: The Four Shifts](#); [Raising Blended Learners Implementation Continuum](#)

PROGRAM STANDARDS Elementary Education

BISD bilingual education program students entering the district in Kindergarten will be proficient Spanish readers by the end of second grade and transfer into English reading in grade three. Accordingly, bilingual education students entering BISD schools in first grade will be proficient Spanish readers by the end of third grade and will transfer into English reading in grade four. Similar timelines (2 years) apply to students entering the district's program in Grade 5 must be provided additional English instruction, support, and acceleration systems as a preparation for the district's middle school ESL program as outlined in the Board approved Bilingual/ESL Education Instructional Model that all campuses will follow. Language Proficiency Assessment Committees (LPAC) have the final responsibility for monitoring, supervising, and making recommendations regarding program placement/reclassification, etc. LPACs must carefully monitor and hold campuses and programs accountable for students who are not making normal progress in learning English.

PREKINDERGARTEN

Four-year-olds develop vocabulary, extend language skills, and acquire knowledge of the world around them through interactions with responsive adults and peers in language and print-rich environments. They will best develop complex sentence patterns, listening comprehension, phonological awareness, an understanding of the everyday functions of print and motivation to read through activities that are integrated across different developmental areas and that respond to their primary/home language.

Instructional Program

- 1) Center for Improving the Readiness of Children for Learning and Education (CIRCLE) *Preschool Early Language and Literacy Training* by UT-Health Science Center at Houston and *Lenguaje y Lectura* (bilingual) are the core of the BISD's Prekindergarten phonological awareness program.
- 2) State-adopted programs embedded in the Texas Prekindergarten Curriculum Guidelines will complete the language arts, mathematics, science, and social studies curriculum.
- 3) Approximately 2/3 of each instructional day will be devoted to oral language and early literacy development which integrates social studies, science, art, music, gross motor and other enrichment areas. EA (Local) Prekindergarten first and second language strategies will include best practices for social and emotional development, the development of phonological awareness, written expression, and language, book and print awareness, read alouds, and letter knowledge.

Assessment

- 1) Progress in phonological awareness, written expression and language development along with book and print awareness and letter knowledge will be assessed through the CIRCLE CPALLS+ with Progress Monitoring Assessment and the Prekindergarten Progress Report to Parents document beginning with the second six weeks of each school year.
- 2) Bilingual students demonstrating a lack of proficiency at the end of the school year will be afforded extended year opportunities through the bilingual summer program.

Intervention/Acceleration Strategies

- 1) Prekindergarten students who are not exhibiting behaviors consistent with the skills delineated on the CIRCLE CPALLS+, Progress Monitoring, and the *Prekindergarten Progress Report to Parents* should be closely monitored and afforded during-school or extended day/week additional small group and/or individualized opportunities to acquire the skills.
- 2) A bilingual summer academic program is also available and provides students the gift of additional instructional time along with support in acquiring phonological awareness, written expression, language and letter knowledge skills.

Professional Development

- 1) All prekindergarten teachers will receive professional development on the district's instructional framework, the Center for Improving the Readiness of Children for Learning and Education (CIRCLE) and Three Cheers, the district's state adopted programs which are aligned to the PK Guidelines as well as training on the Texas Prekindergarten Guidelines (update-2022). As part of the CIRCLE training, teachers will also be trained for classroom management and routines including setting up the classroom environment with student charts and daily schedules.
- 2) In addition, teachers will also receive training on Lenguaje y Lectura (Bilingual) and Language and Literacy, core prekindergarten phonological awareness programs.
- 3) All prekindergarten teachers will receive training on the Progress Monitoring with Three Cheers.
- 4) Teachers will also receive training on Phonological Awareness & Vocabulary Development, Using Letter Walls and other research-based strategies and routines.

Kindergarten

All Kindergarten students will be provided direct, multisensory, explicit, systematic, sequential, and cumulative instruction ~~in the five components~~ of the key components in the Science of Teaching Reading: phonemic awareness, phonics instruction, vocabulary development, reading fluency, and comprehension strategies ~~of a scientifically based research reading program (SBRR) program~~. Early tertiary Intervention through Response to Intervention (RtI)/3-Tier Reading Model and acceleration strategies based on early and regular assessments are non-negotiable.

* Oral ** listening while transitioning to oral reading

Instructional Program

1. Brownsville ISD is committed to implementing Structured Literacy in Kindergarten through 3rd grade through the effective use of High-Quality Instructional Materials (HQIM), including the Texas Reads, Texas Leads (TXRL) model.
2. A total of 150 minutes will be devoted to Reading Language Arts, breaking it down by using (HQIM) SAVVAS myView Literacy for Reading and Writing, followed by targeted small group instruction and personalized practice using i-Ready and SAVVAS lessons to target Tier II and Tier III interventions. Supplemental Word Recognition instruction will be followed by using the Neuhaus curriculum, Reading Readiness.

3. Teachers will utilize district-approved instructional resources, on-going progress monitoring, and data-driven instruction to support student achievement and ensure all students receive high-quality literacy instruction aligned to state standards.

4. The Kindergarten district curriculum instructional framework for Reading Language Arts (English or Spanish) will be the core curriculum (SAVVAS) with embedded Texas Essential Knowledge and Skills (TEKS).

~~1. Reading Readiness by Neuhaus Education Center, Esperanza by Dr. Elsa Cardenas Hagan, and the Kindergarten Teachers' Reading Academies Strategies form the core of the BISD Kindergarten phonological awareness program.~~

~~2. The Kindergarten district curriculum instructional framework for Language Arts (English or Spanish) will be the core curriculum.~~

~~3. State-adopted materials embedded in the Texas Essentials Knowledge and Skills (TEKS) will complete the language arts curriculum.~~

~~4. A minimum of 90 minutes will be devoted to language arts (listening, speaking, reading, and writing) instruction with an additional 30 minutes minimally for Tier II and Tier III interventions. The 90 minute uninterrupted language arts block and the 30 minutes (minimum) of intervention will be devoted to instruction in the district's curriculum instructional framework curriculum and SBRR program.~~

Assessment

- mCLASS Biliteracy and iReady data are the district's assessment tools for monitoring progress and making informed instructional and professional development decisions. This screening and diagnostic inventory is administered the beginning, middle and end of year with Progress Monitoring every two weeks (struggling students); the goal is that less than 20% of the students will score Still Developing/Necesita Intervención-Nivel Esperado on each mCLASS Biliteracy task. Kindergarten Reading Instructional Plans will be developed after each assessment window.
- Major assessments will be utilized to monitor progress early six weeks/marking period.

Category		Spanish	English
K	Beginner	BOY/MOY/EOY	
	Intermediate	BOY/MOY/EOY	BOY/MOY/EOY
	ESL		BOY/MOY/EOY
	P. Denial		BOY/MOY/EOY
	EPs		BOY/MOY/EOY

*Beginning of Year (BOY)/Middle of Year (MOY)/End of Year (EOY)

Each student's screening, inventory, progress monitoring, and the major assessment results must be carefully analyzed, used to plan instruction, intervention activities, and reported to parents.

- The BISD *Kindergarten Progress Report* provides another source of information to parents regarding students' acquisition of reading readiness skills.
- mCLASS Biliteracy and the BISD *Kindergarten Progress Report* are aligned and meet the requirements

of 76th Texas Legislature's Accelerated Reading Program.

5. The Texas English Language Proficiency Assessment System (TELPAS) is administered during the spring semester and is another assessment tool used in the district for monitoring progress and making informed instructional decisions in reading for Emergent Bilingual Students (EB). Students should score Intermediate or higher in the spring of their kindergarten year.

Intervention/Acceleration Strategies

1. Based on the mCLASS Biliteracy inventory, iReady data, Progress Monitoring, Six Weeks Assessments, and the TELPAS results, intervention and accelerated strategies are implemented with students who are not experiencing success in reading readiness.
2. All Kindergarten teachers, having been trained through Reading Academies, are equipped with research-based information and strategies to meet the needs of students receiving small group or individualized instruction.
3. The 76th Texas Legislature further requires that intervention plans be developed in conjunction with parents and progress subsequently monitored with the appropriate adjustments as necessary. Reading instruction via the RtI framework will assist in the development of the intervention plans.
4. Tiered intervention instructional programs are available to provide additional targeted support for students to acquire reading and language skills. These instructional opportunities must be aligned to students identified needs based on assessment results, including bi-weekly and/or 6-weeks progress monitoring data.

Professional Development

1. All kindergarten teachers will receive professional development on the district's curriculum framework, the district's state adopted reading programs which are aligned to the Texas Essential Knowledge and Skills (TEKS). Teachers will also be trained on the Sheltered Instruction.
2. In addition, teachers will also receive training Reading Readiness from Neuhaus and Preparación Para La Lectura program from Esperanza which are both scientifically based instructional programs for developing oral language, print awareness, letter recognition, the alphabetic principle and other readiness and literacy skills.
3. Teachers will receive training on the mCLASS Biliteracy assessment procedures and the Intervention manuals aimed at supporting students in need of additional instruction as evidenced by BOY, MOY, EOY and Progress Monitoring Assessments. In addition, teachers will receive training on other interventions that are correlated to the mCLASS Biliteracy and iReady assessed skills, such as, the Florida Center for Reading Research Student Activities (FCRR) that help support students in need of intervention.

First Grade

All first-grade students will be provided direct, multisensory, explicit, systematic, sequential, and cumulative instruction ~~in the five components~~ of the key components of the Science of Teaching Reading: **phonemic awareness, phonics instruction, vocabulary development, reading fluency, and comprehension strategies** ~~of a scientifically based research reading program (SBRR) program~~. Early tertiary Intervention through Response to Intervention (RtI)/3-Tier Reading Model and acceleration strategies based on early and regular assessments are mandated.

* focus on the higher levels (onset blending & segmenting, blending & segmenting individual phonemes, and phoneme deletion and manipulation) and ensure students (80+ %) are at 'Developed/Desarrollado' stages by the end of the fall semester.

Instructional Program

- 1) Brownsville ISD is committed to implementing Structured Literacy in Kindergarten through 3rd grade through the effective use of High-Quality Instructional Materials (HQIM), including the Texas Reads, Texas Leads (TXRL) model.
 - 2) A total of 150 minutes will be devoted to Reading Language Arts, breaking it down by using (HQIM) SAVVAS myView Literacy for Reading and Writing, followed by targeted small group instruction and personalized practice using i-Ready and SAVVAS lessons to target Tier II and Tier III interventions. Supplemental Word Recognition instruction will be followed by using the Neuhaus curriculum, Language Enrichment.
 - 3) Teachers will utilize district-approved instructional resources, on-going progress monitoring, and data-driven instruction to support student achievement and ensure all students receive high-quality literacy instruction aligned to state standards.
 - 4) The First-Grade district curriculum instructional framework for Reading Language Arts (English or Spanish) will be the core curriculum (SAVVAS) with embedded Texas Essential Knowledge and Skills (TEKS).
-
- ~~1. The First Grade district curriculum instructional framework for Language Arts (English or Spanish) along with Year 1 Language Enrichment by the Neuhaus Education Center and Esperanza by Dr. Elsa Cardenas Hagan form the core of the BISD first grade reading program.~~
 - ~~2. State adopted materials embedded in the Texas Essential Knowledge and Skills (TEKS) will complete the research-based language.~~
 - ~~3. The Scientific Spelling by Neuhaus Education Center is the district's first grade spelling program. BISD does not teach spelling words in isolation or as memorized lists. Words for which students are held accountable must be grade appropriate. Students must have the appropriate verbal background for the terms being studied and a variety of assessments (editing, sentence dictation, and content area words/terms) must comprise the evaluation.~~
 - ~~4. A minimum of 90 uninterrupted minutes will be devoted to language arts (listening, speaking, reading, and writing) instruction with an additional 30 minutes minimally for Tier II/Tier III interventions. The 90 minute uninterrupted language arts block and the 30 minutes (minimum) of intervention will be devoted to instruction in the district's curriculum instructional framework and SBRR program.~~
 - ~~5. While in bilingual education, Spanish Language Arts must not be dropped from the student's instructional program.~~

Assessment

1. The Texas Primary Reading Inventory (TPRI)/Tejas LEE and iReady are the district's assessment tools for monitoring progress and making informed instructional and professional development decisions. These screening and diagnostic inventories are administered at the beginning, middle and end of year with Progress Monitoring every two weeks for struggling students and each six weeks for all students; the goal is that less than 20% of the students will score Still Developing/Necesita Intervención-Nivel Esperado on each TPRI and Tejas LEE Task. Grade 1

Reading Instructional Plans will be developed after each assessment window.

2. Six Weeks Assessments, as well as, AWARE/TANGO Trends assessments and state adopted unit tests, will be utilized to monitor progress each six weeks.

2. Each student's screening, inventory, progress monitoring, and Six Weeks Assessment results must be carefully analyzed, used to plan instruction, intervention activities, and reported to parents. The Oral Language Proficiency Tests, Norm Reference Tests and the **Texas English Language Proficiency Assessment System (TELPAS) are outcome assessment tools used by the district for determining progress and making informed instructional decisions in reading for all students including Emergent Bilinguals (EBs). *Students scoring 40+% can score on grade level reading (Commended Performance) on Grade 3 STAAR Reading. ** Students must improve the minimum of one category from the start of the school year (Example: Intermediate to Advanced).

Intervention/Acceleration Strategies

1. Intervention and acceleration activities and strategies based on the TPRI/Tejas LEE inventory, iReady Data, and Progress Monitoring, Six Weeks Assessment, and TELPAS results must be planned.
2. All first-grade teachers, having been trained through Reading Academies, are equipped with research-based information and strategies to meet the needs of students receiving small group or individualized instruction.
3. The 76th Texas Legislature further requires that Intervention Plans be developed in conjunction with parents and progress subsequently monitored with the appropriate adjustments as necessary. Reading instruction via the RtI framework will assist in the development of the intervention plans.
4. Tiered intervention instructional programs are available to provide additional targeted support for students to acquire reading and language skills. These instructional opportunities must be aligned to students identified needs based on assessment results, including bi-weekly and or 6-weeks progress monitoring data.
5. Close monitoring of each student's progress also dictates the need for further assessments for Students at risk for dyslexia or other related disorders.

Professional Development

1. All first-grade teachers including special education will receive professional development on the district's curriculum frameworks, the district's state adopted materials which are aligned to the Texas Essential Knowledge and Skills (TEKS). Teachers will also be trained on Sheltered Instruction.
2. In addition, teachers will also receive training on Language Enrichment from Neuhaus which is scientifically based instructional programs for developing the alphabetic principal, and the structure of language systems such as phonology, morphology, graphophonemic knowledge, fluency, encoding and decoding of the written language.
3. Teachers will receive training on the TPRI / Tejas LEE assessment procedures and the Intervention manuals aimed at supporting students in need of additional instruction as evidenced by BOY, MOY, EOY and Progress Monitoring Assessments. In addition, teachers will receive training on other interventions that are correlated to the TPRI / Tejas LEE assessed skills, such as, the Florida Center for Reading Research Student Activities (FCRR) that help support students in need of intervention.

Second Grade

All second-grade students will be provided direct, multisensory, explicit, systematic, sequential, and cumulative instruction ~~in the five components~~ in the key components of the Science of Teaching Reading: phonemic awareness, phonics instruction, vocabulary development, reading fluency, and comprehension strategies ~~of a scientifically based research reading program (SBRR) program~~. Early tertiary intervention through Response to Intervention (RtI)/3-Tier Reading Model and acceleration strategies based on early and regular assessments are mandated.* as per students' needs ** advanced Graphophonemic knowledge (GK)/spelling instruction - ensure students (80+ %) are at 'Developed/Desarrollado' stages by the end of the fall semester.

Instructional Program

- 1) Brownsville ISD is committed to implementing Structured Literacy in Kindergarten through 3rd grade through the effective use of High-Quality Instructional Materials (HQIM), including the Texas Reads, Texas Leads (TXRL) model.
- 2) A total of 145 minutes will be devoted to Reading Language Arts, breaking it down by using (HQIM) SAVVAS myView Literacy for Reading and Writing, followed by targeted small group instruction and personalized practice using i-Ready and SAVVAS lessons to target Tier II and Tier III interventions. Supplemental Word Recognition instruction will be followed by using the Neuhaus curriculum, Language Enrichment.
- 3) Teachers will utilize district-approved instructional resources, on-going progress monitoring, and data-driven instruction to support student achievement and ensure all students receive high-quality literacy instruction aligned to state standards.
- 4) The Second-Grade district curriculum instructional framework for Reading Language Arts (English or Spanish) will be the core curriculum (SAVVAS) with embedded Texas Essential Knowledge and Skills (TEKS).

- ~~1. The Second Grade district curriculum instructional framework for Language Arts (English or Spanish) along with Year 2 Language Enrichment by the Neuhaus Education Center and Esperanza by Dr. Elsa Cardenas Hagan form the core of the BISD second grade reading program.~~
- ~~2. State adopted materials embedded in the Texas Essential Knowledge and Skills (TEKS) will complete the second grade research based reading and language arts.~~
- ~~3. The Scientific Spelling by Neuhaus Education Center is the district's second grade spelling program. BISD does not teach spelling words in isolation or as memorized lists. Words for which students are held accountable must be grade appropriate and used in context. Students must have appropriate verbal background for the terms being studied and a variety of assessments (editing, sentence dictation, and content area words/terms) must comprise the assessment.~~
- ~~4. A minimum of 90 uninterrupted minutes will be devoted to language arts (listening, speaking, reading, and writing) instruction with an additional 30 minutes (minimum) for Tier II/Tier III interventions. The 90 minute uninterrupted language arts block and the 30 minutes (minimum) of intervention will be devoted to instruction in the district's curriculum instructional framework~~

~~curriculum and SBRR programs.~~

~~5. While in bilingual education, Spanish Language Arts must not be dropped from the student's instructional program.~~

Assessment

1. The Texas Primary Reading Inventory (TPRI) and Tejas LEE are the district's assessment tools for monitoring progress and making informed instructional and professional development decisions. These screening and diagnostic inventories are administered in the beginning, middle and end of year with Progress Monitoring every two weeks for struggling students and each six weeks for all students; the goal is that less than 20% of the students will score Still Developing/Necesita Intervención-Nivel Esperado on each TPRI and Tejas LEE Task. Grade 2 Reading Instructional Plans will be developed after each assessment window.
2. Six Weeks Assessments, as well as, TANGO Trends assessments and state adopted unit tests, will be utilized to monitor progress each six weeks.
3. Each student's screening, inventory, progress monitoring, and the district curriculum instructional framework Six Weeks Assessment results must be carefully analyzed, used to plan instruction, intervention activities, and reported to parents.
4. The Oral Language Proficiency Tests, Norm Reference Tests and the **Texas English Language Proficiency Assessment System (TELPAS) are outcome assessment tools used by the district for determining progress and making informed instructional decisions in reading for all students including Emergent Bilingual (EB). *Students scoring 40+%, or close to 40%, should score on-grade-level reading (Commended Performance) on Grade 3 STAAR Reading. ** Students must improve the minimum of one language category from the start of the school year (Example: Intermediate to Advanced).

Intervention/Acceleration Strategies

1. Intervention and acceleration activities and strategies based on the TPRI/Tejas LEE inventory, iReady Data, and Progress Monitoring, Six Weeks Assessments, and the TELPAS results must be planned. Fluency and accuracy along with Graphophonemic Knowledge must be closely monitored. Intervention and acceleration activities and strategies based on the TPRI/Tejas LEE inventory and TELPAS results must be planned.
2. Tiered intervention instructional programs are available to provide additional targeted support for students to acquire reading and language skills. These instructional opportunities must be aligned to students identified needs based on assessment results, including bi-weekly and or 6-weeks progress monitoring data.
3. The 76th Texas Legislature further requires that Intervention Plans be developed in conjunction with parents and progress subsequently monitored with the appropriate adjustments as necessary. Reading instruction via the Rtl framework will assist in the development of the intervention plans.
4. All second-grade teachers, having been trained through Reading Academies, are equipped with research-based information and strategies to meet the needs of students receiving small group or individualized instruction.
5. Close monitoring of each student's progress also dictates the need for further assessments for students at-risk for dyslexia or related disorders.

Professional Development

All second-grade teachers including special education will receive professional development on the district's curriculum frameworks, the district's state adopted reading programs which are aligned to the Texas Essential Knowledge and Skills (TEKS). Teachers will also be trained on Sheltered Instruction.

1. In addition, teachers will also receive training on Language Enrichment from Neuhaus and the Esperanza program which are both scientifically based instructional programs for developing the alphabetic principal, and the structure of language systems such as phonology, morphology, graphophonemic knowledge, fluency, encoding and decoding of the written language.
2. Teachers will receive training on the TPRI / Tejas LEE assessment procedures and the Intervention manuals aimed at supporting students in need of additional instruction as evidenced by BOY, MOY, EOY and Progress Monitoring Assessments. In addition, teachers will receive training on other interventions that are correlated to the TPRI / Tejas LEE assessed skills such as the Florida Center for Reading Research Student Activities (FCRR) that help support students in need of intervention.
3. Teachers will also receive training on the Texas Literacy Initiative instructional routines and strategies. These include for example, Think, Turn, Talk (TTT), Setting a Purpose for Reading and Comprehension Purpose Questions (CPQs), and additional strategies and routines that the teachers receive training on an ongoing basis.

Third Grade

All third-grade students will be provided multisensory, explicit, systematic, sequential, and cumulative reading instruction ~~in the five components~~ in the key components of the Science of Teaching Reading: ~~phonemic awareness, phonics instruction, vocabulary development, reading fluency, and comprehension strategies~~ ~~of a scientifically based research reading program (SBRR) program.~~ Early tertiary Intervention based on Response to Intervention (RtI)/3-Tier Reading Model and acceleration strategies based on early and regular assessments are mandated.* as per students' needs ** advanced Graphophonemic knowledge (GK)/spelling instruction – ensure students (80+ %) are at 'Developed/Desarrollado' stages by the end of the fall semester.

Instructional Program

- 1) Brownsville ISD is committed to implementing Structured Literacy in Kindergarten through 3rd grade through the effective use of High-Quality Instructional Materials (HQIM), including the Texas Reads, Texas Leads (TXRL) model.
- 2) A total of 140 minutes will be devoted to Reading Language Arts, breaking it down by using (HQIM) SAVVAS myView Literacy for Reading and Writing, followed by targeted small group instruction and personalized practice using i-Ready and SAVVAS lessons to target Tier II and Tier III interventions. Supplemental Word Recognition instruction will be followed by using the Neuhaus curriculum, Language Enrichment.
- 3) Teachers will utilize district-approved instructional resources, on-going progress monitoring, and data-driven instruction to support student achievement and ensure all students receive high-quality literacy instruction aligned to state standards.
- 4) The Third-Grade district curriculum instructional framework for Reading Language Arts (English or

Spanish) will be the core curriculum (SAVVAS) with embedded Texas Essential Knowledge and Skills (TEKS).

- ~~1. The third-Grade district curriculum instructional framework for Language Arts (English or Spanish) along with Year 3 Language Enrichment (by the Neuhaus Education Center) form the core of the BISD third grade reading program. Teachers will also be trained on Sheltered Instruction.~~
- ~~2. State-adopted materials, Scientific Spelling, Multisensory Grammar, Fluency and Accuracy, and comprehension strategies embedded in the Texas Essential Knowledge and Skills (TEKS) complete the third-grade language arts and reading program.~~
- ~~3. A minimum of 90 uninterrupted minutes will be devoted to language arts (listening, speaking, reading, and writing) instruction with an additional 30 minutes (minimum) for Tier II/Tier III interventions. The 90-minute uninterrupted language arts block and the 30 minutes (minimum) of intervention will be devoted to instruction in the district's instructional framework curriculum and SBRR programs.~~

Assessment

1. Six Weeks Assessments, as well as, TANGO Trends assessments and state adopted unit tests, will be utilized to monitor progress each six weeks.
2. *State of Texas Assessment of Academic Readiness (STAAR) Reading and Texas English Language Proficiency Assessment System (TELPAS) are the district's outcome assessment tools for monitoring progress and making informed instructional decisions in reading.
3. Second, fourth, and sixth six weeks fluency, accuracy, and comprehension monitoring and strategies are part of the district's on-going assessment and must also be used to make informed instructional decisions.

*** * District benchmark assessments (DBM's) may not be taken for a major or minor grade.**

Intervention/Acceleration Strategies

1. Intervention and acceleration activities and strategies based on the Check Point Assessments (CPA), Six Weeks Assessment, Norm Reference Tests and the TELPAS results must be planned. Fluency and accuracy along with Graphophonemic Knowledge must be closely monitored. Intervention and acceleration activities and strategies based on student needs and TELPAS results must be planned.
2. All third-grade teachers, having been trained through Reading Academies, are equipped with research-based information and strategies to meet the needs of students in small group and individualized instructional settings.
3. The 76th Texas Legislature further requires that Intervention Plans be developed in conjunction with parents and progress subsequently monitored with the appropriate adjustments as necessary. Reading instruction via the Rtl framework will assist in the development of the intervention plans.
4. Tiered intervention instructional programs are available to provide additional targeted support for students to acquire reading and language skills. These instructional opportunities must be aligned to students identified needs based on assessment results, including bi-weekly and or 6-weeks progress monitoring data.

5. Close monitoring of each student's progress also dictates the need for further assessments for dyslexia and/or other related special reading needs.

Professional Development

All third-grade teachers including special education will receive professional development on the district's curriculum frameworks, the district's state adopted reading programs which are aligned to the Texas Essential Knowledge and Skills (TEKS). Teachers will also be trained on Sheltered Instruction.

1. In addition, teachers will be offered training on Language Enrichment refreshers or a full 5-day training from which is scientifically based instructional programs for developing the structure of language including decoding and encoding of the written language.
2. Teachers will receive training on the STAAR assessment procedures and the Intervention manuals and materials aimed at supporting students in need of additional instruction as evidenced by BOY, MOY, EOY, Benchmark Data and Progress Monitoring Assessments. Teachers will also receive training on other interventions that are correlated to the assessed skills, such as, the Florida Center for Reading Research Student Activities (FCRR) that help support students in need of intervention. In addition, teachers will also receive training and support for using Tango Trends and Eduphoria's AWARE databases for accessing and analyzing assessment data.

Grades Four and Five

All four and five grade students will be provided multisensory, explicit, systematic, sequential, and cumulative reading instruction in the history of the English/Spanish language, reading, fluency and accuracy, comprehension, advanced patterns/concepts, morphology, writing conventions and reading to learn. Early tertiary Intervention based on Response to Intervention (RtI)/3-Tier Reading Model and acceleration strategies based on early and regular assessments are mandated.

Instructional Program

1. The Fourth-Grade district's instructional framework utilizing the District Adopted materials for Language Arts (English or Spanish) along with a comprehensive review of the structure of the English and Spanish language form the core of the BISD third grade reading program embedded in the Texas Essential Knowledge and Skills (TEKS) complete the grades four and five reading and language arts program.
3. A minimum of 90 uninterrupted minutes will be devoted to language arts (listening, speaking, reading, and writing) instruction with an additional 30 minutes (minimum) for Tier II/Tier III interventions. The 90-minute uninterrupted language arts block and the 30 minutes (minimum) of intervention will be devoted to instruction in the district's instructional framework curriculum and SBRR programs.

Assessment

1. State of Texas Assessment of Academic Readiness (STAAR) and Texas English Language Proficiency Assessment System (TELPAS) are the district's outcome assessment tools for monitoring progress and making informed instructional decisions in reading.
2. Previous year's state's criterion-referenced test will be analyzed to determine instructional goals and objectives for the start of the new school year. RtI instruction will be determined

based on progress monitoring using the end-of-unit assessments embedded in the state-adopted reading and language arts programs.

3. Six Weeks Assessments, as well as, TANGO Trends assessments and state adopted unit tests, will be utilized to monitor progress each six weeks.
4. Second, fourth, and sixth six weeks fluency, accuracy, and comprehension monitoring and strategies are part of the district's on-going assessment and must also be used to make informed instructional decisions.
5. Migrant students in fifth grade may be eligible to take the STAAR test out of state through the Texas Migrant Interstate Program (TMIP). Coordination can take place by informing the Migrant Education Program.
6. House Bill (HB) 4545 established new requirements for accelerated instruction (AI) for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR®). At a high level, the legislation includes:
 - Elimination of grade retention and retesting requirements in grades 5 and 8
 - For any student who does not pass the STAAR test in grade 3, 5, or 8 in math or reading, the campus is required to establish an accelerated learning committee (ALC) to develop an individual educational plan for the student and monitor progress
 - For any student who does not pass the STAAR test in grades 3–8 or STAAR end-of-course (EOC) assessments must include either:
 - Being assigned a classroom teacher who is a certified master, exemplary, or recognized teacher or
 - Receiving [supplemental instruction](#) (tutoring) before or after school, or embedded in the school day
 - For further information on HB1416, refer to the following link [Frequently Asked Questions. HB 1416](#)

**** District benchmark assessments (DBM's) may not be taken for a major or minor grade.**

Intervention/Acceleration Strategies

1. *Grade 3 STAAR Reading and TELPAS results are the data that will be utilized to determine instructional (Intervention and acceleration activities and strategies) and professional development opportunities.
2. A variety of summer and extended day/week instructional opportunities must be available and provide students with additional time along with support in acquiring reading fluency, written language, and comprehension skills.
3. Tiered intervention instructional programs are available to provide additional targeted support for students to acquire reading and language skills. These instructional opportunities must be aligned to students identified needs based on assessment results.
7. Close monitoring of each student's progress also dictates the need for further assessments for dyslexia and/or other related special reading needs.
8. HB 4545 requirements of the ALC and AI.

Professional Development

1. All fourth, fifth and Special Education teachers will receive professional development on the district's curriculum frameworks, the district's state adopted reading programs which are aligned to the Texas Essential Knowledge and Skills (TEKS). Teachers will also be trained on Sheltered Instruction.
2. In addition, teachers will also receive training on Response to Intervention (RtI) and strategies for differentiating instruction in order to support diverse needs of students in need of intervention. Teachers will receive training on the STAAR assessment and procedures and Interventions aligned to the district's curriculum aimed at supporting students in need of additional instruction as evidenced by Benchmark Data and Progress Monitoring Assessments. In addition, teachers will also receive training and support for using TANGO Trends and Eduphoria's AWARE databases for accessing and analyzing assessment data.
3. Teachers will also receive sustainability training on the Texas Literacy Initiative Grant routines and strategies. These include, for example, Making Inferences and Predictions, Determining Importance and Summarizing.

LANGUAGE ARTS AND THE CONTENT AREAS

All content area courses (Math, Science, Social Studies, and related fields) will incorporate the Sheltered Instruction Observation Protocol (SIOP) Model in their teaching of reading strategies, study skills, organizational skills, and the use of research and reference materials into the daily instructional process. They will provide systematic, direct instruction on the writing process as it applies to technical writing, and other, varied writing experiences (observation journals, note-taking, article writing, procedures, direction, etc.), organization, and elaboration within the subject matter of the content area. The District will move towards implementing an Interdisciplinary Curriculum Design in Prekindergarten through fifth grade classrooms. The design integrates the contribution of several disciplines to help students understand the relationship of interdependent parts of knowledge. Teachers in Kindergarten through third grade will implement the 3-Tier Model for reading instruction. All Kindergarten through fifth grade classroom teachers and campus administrators will study and review their appropriate grade level content. All K – 3rd grade teachers, any teacher that teaches K-3 reading, and elementary principals will be Reading Academy trained.

All content area courses through the use of the SIOP Model will support students with multiple writing strategies which develop the ability to write in the content area at a level of proficiency commensurate with the grade level. Content area courses will provide students with role models, literary selections, and in depth understandings of the culture of the Hispanic southwest and the lower Rio Grande Valley as well as other cultures around the globe.

INSTRUCTIONAL LEADERSHIP

All elementary principals shall be Reading Academy trained based on the Science of Teaching Reading. All administrators must demonstrate knowledge of research-based, standards-based reading instruction as evidenced through indicators on annual evaluation instruments and prior to contract renewal timelines.

All Prekindergarten through twelfth ESL, Reading, and English classroom teachers will be monitored for adherence to Reading Program Standard Operating Procedures (SOP) every six weeks through:

1. Classroom observations,
2. Walkthroughs,
3. Student progress conferences, and
4. STAAR, NRT, TELPAS, CPALLS, TPRI and TEJAS LEE, mCLASS Biliteracy (in grades tested) results.

Prekindergarten through third and secondary ESL teachers trained in the corresponding instructional programs CIRCLE Preschool Early Language and Literacy, Esperanza, Reading Readiness, Elementary Language Enrichment or Secondary Language Enrichment, and/or LANGUAGE WILL NOT BE REASSIGNED TO OTHER GRADE LEVELS/SUBJECTS ON CAMPUS UNLESS INDIVIDUALS WITH MATCHED TRAINING ARE AVAILABLE TO REPLACE THEM. All training will be documented in the Professional Development System for CPE hours (Reference DMA Local).

TEACHER TRAINING AND PRE-SERVICE



A FOCUS ON COMPREHENSION AGE 0- PREK

Age 0 - 2	Age 3 - <u>Prek</u>
✓ Supporting Infant and Toddler Language Development	✓ Listening Comprehension and Fluency
✓ Supporting Infant and Toddler Literacy	✓ Building Language and Vocabulary Through Thematic Connecting
✓ Infant/Toddler Guidelines	✓ Using Data to Guide Instruction
✓ Language Building Strategies	✓ Maximizing Small Group Instruction
✓ Connecting with Parents 0-3	✓ Developing Vocabulary Using a Letter Wall
• Best Practices for Supporting Infants and Toddlers Part 1	• Writing Throughout the Day
• Best Practices for Supporting Infants and Toddlers Part 2	• Overall Literacy Growth and Vocabulary Development
✓ TRAINING PROVIDED · TRAINING PENDING	• Increasing Literacy Acquisition through Intentional Lesson Planning



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A FOCUS ON COMPREHENSION K-12

Instructional Routines	Cognitive Strategy Instruction
✓ READING WITH PURPOSE (K-12)	✓ Making Connections (K-12)
✓ THINK-TURN-TALK (K-12)	• Making Connections <i>Follow-up & Planning</i> (K-12)
✓ READING WITH PURPOSE AND THINK-TURN-TALK <i>Follow-up & Planning</i> (K-12)	✓ Creating Mental Images (K-5)
✓ COGNITIVE STRATEGY ROUTINE (K-12)	• Creating Mental Images <i>Follow-up & Planning</i> (K-5)
✓ VOCABULARY ROUTINE (K-12)	• Making Inferences & Predictions (K-2)
✓ FLUENCY (K-3)	✓ Making Inferences & Predictions (3-5)
✓ GRAPHOPHONEMIC KNOWLEDGE PARTS 1, 2, 3 & 4 (K-2)	✓ Making Inferences & Predictions Part 1 (6-12)
✓ PHONOLOGICAL AWARENESS (PK-1)	✓ Making Inferences & Predictions Part 2 (6-12)
✓ LISTENING COMPREHENSION (PK-1)	• Making Inferences & Predictions <i>Follow-up & Planning</i> (K-12)
✓ TRAINING PROVIDED · TRAINING PENDING	✓ Determining Importance & Summarizing Informational Text Part 1 (3-12)
	✓ Determining Importance & Summarizing Informational Text Part 1 <i>Follow-up & Planning</i> (3-12)
	• Determining Importance & Summarizing Informational Text Part 2 (3-12)
	• Determining Importance & Summarizing Informational Text Part 2 <i>Follow-up & Planning</i> (3-12)
	• Determining Importance & Summarizing Literary Text Part 3 (3-12)
	• Determining Importance & Summarizing Literary Text Part 4 (3-12)
	• Determining Importance & Summarizing Literary Text <i>Follow-up & Planning</i> (3-12)
	• Asking & Answering Questions (K-12)
	• Monitoring & Clarifying (Multiple Strategy Use) (K-12)

Teacher Training

All teachers teaching the grade levels/courses listed below must be trained as follows:

Prekindergarten	CPALLS+, PK Guidelines (update 2015), Three Cheers State-Adopted Program, Center for Improving the Readiness of Children for Learning and Education (CIRCLE) Preschool Early Language and Literacy and <i>Lenguaje y lectura (Bilingual)</i>
Kindergarten	<i>The district's curriculum instructional framework for Language Arts, the HQIM District/State- Adopted Program, Neuhaus Reading Readiness</i>
Grades 1-2	<i>The district's curriculum instructional framework for Language Arts, the HQIM State-Adopted Program, Neuhaus *Language Enrichment</i>
Grades 3	<i>The district's curriculum instructional framework for Language Arts, the HQIM District/State-Adopted Program, Neuhaus *Language Enrichment</i>
Grades 4-5	<i>The district's curriculum instructional framework for Language Arts, the HQIM District/State-Adopted Program</i>

* Language Enrichment Years 1-3 program includes Scientific Spelling, Multisensory Grammar, Fluency Practice, and History of the English Language

All Prekindergarten through fifth grade classrooms, ESL, secondary Reading, secondary English, and special education/special programs reading teachers must be trained in varied methods of monitoring students' success.

All Prekindergarten through fifth grade classrooms, ESL, secondary Reading, secondary English, and special education/special programs (dyslexia, content mastery, etc.) reading teachers will be required to attend 9 hours of research-based reading and related language arts training annually. Said trainings will include an assessment of language teaching proficiencies consistent with the needs of populations being served, clinical practicums, and peer review strategies.

Glossary of Terms

Accuracy:	Accurate decoding of words in text.
Alphabetic Awareness:	The ability to demonstrate proficiency in alphabetic writing systems.
Alphabetic Knowledge:	Refers to the student’s knowledge of symbols used to write (<u>Eng</u> or <u>Span</u>). Such includes letter names, alphabetic order, visual recognition of both lower and upper cases, written production of both lower and upper cases, and lower case and upper case correspondences.
Alphabetic Principle:	The relationship between letters and sounds that is known as the alphabetic principle. The understanding that the sequence of letters in written words represents the sequence of sounds (or phonemes) in spoken words. Developing insight into the alphabetic principle is the key to learning to read in a language that is represented by an alphabet, such as English and Spanish.
Admission, Review and Dismissal Committee (ARDC):	The Admission Review and Dismissal Committee
Automaticity:	The ability to translate letters-to-sounds-to-words fluently, effortlessly.
Blend:	A blend is the union of sounds as (<i>br</i>) to (<i>ing</i>) in bring.
Center for Improving the Readiness of Children for Learning and Education (CIRCLE):	CIRCLE at The University of Texas Health Science Center at Houston (UTHSC-H) incorporates a large number of research and training staff and child development faculty. Currently the center is actively involved in numerous research projects, community programs and training activities related to the goal of promoting quality learning environments for young children.
College and Career Readiness Standards (CCRS):	The College and Career Readiness Standards define what students should know and be able to accomplish in order to succeed in entry-level college courses or workforce opportunities upon graduation from high school

Comprehension:	Deriving meaning from text.
Comprehension Strategies:	Conscious plans (Inferential and evaluative thinking) or procedures that good readers use. Students need to know how and when to use these strategies when they read.
Contextual:	The part or parts of a written or spoken passage preceding or following a specific word which sheds light upon its meaning.
Conventions:	Conventions includes skills such as: writes legible letters, writes spoken sounds with letters to write messages, writes from left to right, spaces, capitalizes, punctuates, uses grammar correctly, writes in complete sentences, and spells accurately.
CIRCLE Progress Monitoring System (C-PMS):	This is an effective method to evaluate many of the early skills required for later reading success. It is the measure used for progress monitoring.
The district's curriculum instructional framework	The district's curriculum instructional framework is a comprehensive, customizable, user-friendly curriculum management system that is TEKS based and built on the most current research-based practices in the field.
Decoding:	Converting from code to ordinary language.
Digraph:	A single speech sound represented by two consonant letters placed together (<u>ch</u> , <u>gh</u> , <u>ph</u>).
Differentiated Instruction:	To recognize students' varying background knowledge, readiness, language, preferences in learning, and interests and react responsively. Differentiated instruction is a process to approach teaching and learning for students differing abilities in the same class. The intent of differentiated instruction is to maximize each student's grown and individual success by meeting each student where he or she is and assisting in the learning process.
Diphthong:	The slurring of two letters. (oi, oy, <u>ou</u> , ow)
Disabilities:	Challenges

English Language Proficiency Standards (ELPS):	The English language proficiency standards (ELPS) outline English language proficiency level descriptors and student expectations for English learners (ELs). School districts shall implement this section as an integral part of each subject in the required curriculum.
Evaluative:	Rate/Appraise
Explicit/Direct Instruction:	Instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement.
Fluency:	Fluency (automaticity) is reading words with no noticeable cognitive or mental effort. It is having mastered word recognition skills to the point of over learning. Fundamental skills are so "automatic" that they do not require conscious attention.
Genre:	A category of artistic, musical, or literary composition (e.g., narrative, expository, etc.) characterized by a particular style, form, or content.
Grapheme:	A symbol or a letter that represents a sound.
<u>Graphophonemic Knowledge (GK)</u> /Phonics Instruction:	Instruction that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds, and sounds are written with letters in the right order. Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing.
<u>I/We/You Do Routine:</u>	An instructional routine for providing explicit instruction that involves 3 steps. The 3 steps ensure that students use strategies independently over time. The steps are: 1) During ' <i>I Do</i> ' where the teacher verbally (model/think aloud) processes the task. The teacher's responsibility is the greatest. 2) The ' <i>We Do</i> ' phase, students either do the task in small steps at the same time as the teacher or are guided through each step in the strategy. 3) During ' <i>You Do</i> ', students are able to complete the task completely on their own without the teacher's <u>aid</u> or oral prompting. (For more information, consult the Texas Adolescent Literacy Academy on the TEA website)
<u>Inferential:</u>	Process of reasoning: deducing.
<u>Intervention:</u>	Additional targeted and intensive <u>reading instruction</u> provided to students who continue to struggle with learning to read and write despite conventional or intensified instruction.

Language Proficiency:	The level of skill in a language. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language.
Language Structure:	Instruction that encompasses morphology, semantics, syntax, and pragmatics.
Letter Sound Awareness:	The ability to relate the correspondences of the letter code to the spoken segments as distinct from the meaning of the written language.
Multisensory Learning:	Instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentation and student practice.
Morpheme:	A meaningful linguistic unit that cannot be divided into smaller meaningful elements, as the word <i>book</i> . A morpheme is also a component of a word; as <i>s</i> in <i>books</i> .
Morphology:	The study of the structure and form of words in a language, including inflection, derivation, and formation of compounds. Knowledge of morphemes facilitates decoding, spelling, and vocabulary development.
Narrative:	A story.
Orthographic Awareness:	The ability to attend to the writing conventions of the language. This ability begins with familiarity with the written symbols – letters and clusters of letters – and progresses to such complexities as when <u>to double</u> final consonants when adding inflectional endings that represent speech sounds.
Orthographic Knowledge:	The method of representing the sounds of a language by written or printed symbols: correct spelling. The knowledge of how the sounds (phonemes) of a language are mapped to the symbols (letters) of that language for use in reading and writing. Prerequisites for English orthographic knowledge are alphabetic knowledge and knowledge of sounds (phonemes) used in English. Orthographic knowledge begins with the most basic mapping of letters to represent the 44 English phonemes.
Orthography:	Examines the way a language is written (encoded).
Partner Reading:	Allows students to both practice and hear oral reading with less risk than if they were to read impromptu in front the whole class. It allows teachers to monitor students' reading progress and to provide support, as necessary.

Partner Reading Routine:	Step 1) Student 1 (usually the higher-level reader) reads the first paragraph. Step 2) Student 2 (usually the lower-level reader) reads the next paragraph while the partner follows along. Step 3) Partners stop to discuss what they just read by retelling what happened. Step 4) Repeat steps 1-3 until passage is complete. Methods for assigning partner reading are 1) Rank students according to achievement level. 2) Divide the list in half. 3) Pair the highest child from each half. 4) Make adjustments.
Phoneme:	The smallest unit of sound (a single unit of sound) or individual sound units of the language. The smallest unit of speech in any given language that distinguishes one sound (utterance) from another in a spoken word and makes a difference to meaning. The pronunciation of an individual phoneme is influenced by its neighbors in a phenomenon called co-articulation.
Phonemic Awareness:	The insight that spoken words can be conceived as a sequence of sounds; the ability to manipulate the sounds within words (e.g., segmenting or blending).
Phonetics:	The science of speech sounds. The study of the way in which speech sounds are articulated; also the <u>systematic classification</u> of the inventory of speech sounds in a language.
Phonics:	Instructional practices that emphasize how spelling is related to speech sounds in systematic ways; explicit instruction in letter <u>sound correspondences</u> . The goal of phonics is to help children understand the alphabetic principle.
Phonological Skills:	Of or relating to the science of speech sounds.
Phonological Processing:	The sensitivity to segments in the speech stream which is demonstrated by the ability to produce and recognize rhymes, to alliterate, and to segment and blend words into syllables.
Phonological Awareness:	A term that refers to an awareness of words within sentences, rhyming units within words, beginning and ending sounds within words, syllables within words, phonemes within words (phonemic awareness).
Phonology:	The sound structure of speech and in particular the perception, representation, and production of speech sounds.
Pragmatics:	A branch of semiotics that deals with the relation between signs or linguistic expressions and their users.

Prefix:	A meaningful beginning syllable which modifies the meaning of the root word to which it is attached.
Prekindergarten Guidelines:	Offer detailed descriptions of expected behaviors across multiple skill domains that should be observed in 4- to 5-year-old children by the end of their Pre-Kindergarten experience. The PK Guidelines also offer suggestions on ways to deliver developmentally appropriate experiences for the learning needs of all children to help ensure an effective, efficient Pre-Kindergarten year. The guidelines provide information on responsive teaching practices, the physical arrangement of a Pre-Kindergarten classroom, professional development as the key to high-quality preschool programs, the involvement of families for better readiness of children for school, and methods of monitoring children’s progress.
Print Awareness/Concepts:	Refers to the conventions and formats used in written English: Directionality: left to right, top to bottom, front to back, shapes of letters and production of letters Significance of spacing: within the word, no space between letters, a space between words, empty line between paragraphs or indentation or paragraphs titles and captions: as set apart from text Punctuation and capitalization: as separating thoughts Parts of a book (e.g., title page of contents, chapters, index, glossary)Format of different genres (e.g., stanzas for poetic form).
Proficiency:	Advancement toward the attainment of a high degree of knowledge or skill.
Progress Monitoring:	A scientifically based practice used to assess students’ academic progress and/or performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Progress monitoring is a quick (less than five minutes) probe that is done frequently (weekly or biweekly) in order to make instructional changes in a timely fashion.
Reading:	Getting meaning from print autonomously through a functional understanding of how the local writing system (and orthography) works to represent language.
Reading Problem:	Refers to low achievement in reading or some key component of reading.
Research Based:	As a descriptor for educational studies should mean that the research meets rigorous scientific methods, including: long-term duration, adequate sampling procedures, control for researcher bias, standardized measures of progress, control of confounding factors, match of control or comparison group, and peer review.

Response to Intervention (RtI)/3-Tier Reading Model:	A multistep, or tiered, approach to providing services and interventions at increasing levels of intensity to students who struggle with learning. The progress students make at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need for further research-based instruction and/or intervention in general education, in specialized instructional settings, or both.
Semantics:	Semantics is the study of meaning. It includes not only the literal meanings of words, but also the myriad idioms and collocations of English. It includes the way that words are organized to vary meaning. It includes figurative language and other non-literal language which many students don't grasp without direct instruction.
Sound-Symbol Relationships:	Phonological awareness and print awareness.
Scientifically Based Reading Research:	Research that applies rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.
Spelling Patterns:	Inflectional endings to base words Double final consonant Dropping final e Changing y to i.
Structure/Structure of Language (English/Spanish):	Organization/Construction/Arrangement

Suffix: A meaningful ending which modifies the meaning of the root word to which it is attached.

Syllables: Each separate vowel phoneme creates a separate syllable. A syllable is a unit of speech with one vowel sound which may form a complete word or a part of a word.

Syntax: Sentence structure. It examines the various ways that words combine to create meaning. It includes the grammar of English.

Texas English Language Proficiency Assessment System (TELPAS): TELPAS is designed to assess the progress that English Learners (EL) students make in learning the English language.

Texas Essential Knowledge and Skills (TEKS): Texas curriculum standards for each subject and for each grade level.

Texas Primary Reading Inventory (TPRI): The TPRI is a valid and reliable assessment tool that provides a comprehensive picture of a student's reading/language arts development. Designed to be used with students in Kindergarten, Grade 1, Grade 2, and Grade 3 the TPRI offers a balanced and reliable approach to reading instruction.

El Inventario de Lectura en Español de Tejas (Tejas LEE): A valid and reliable assessment tool that measures a student's reading and comprehension skills in Spanish. Tejas LEE is Designed for use with students in Kindergarten through Grade 3 who receive primary instruction in Spanish.

Tier I: Core reading instruction for all students, assessment of student progress three times per year.

Tier II: Intervention (additional reading instruction) and frequent progress monitoring (e.g., every 2 weeks) for students struggling with reading concepts.

Tier III: More intensive intervention and frequent progress monitoring (e.g., every 2 weeks) for students with extreme reading difficulties after not making adequate progress in Tiers I and II.

Vocabulary: Refers to the words we must know to communicate effectively. In general, vocabulary is divided into oral vocabulary and reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

Writing (Written Expression): Writing, a component of a comprehensive reading program, requires students to construct meaning as they express their thoughts and ideas in written form.

Components of the Science of Teaching Reading and Structured Literacy

The Science of Teaching Reading (STR) and Structured Literacy are frameworks designed to ensure students receive explicit, systematic, and evidence-based literacy instruction. The Science of Teaching Reading provides the research foundation and instructional practices explaining how students learn to read, and Structured Literacy provides the instructional framework for implementing those practices effectively in the classroom.

Together, they support:

- Strong foundational literacy skills
- Increased reading proficiency
- Early identification and intervention for struggling readers
- Improved outcomes for all students, including emergent bilingual students and students with dyslexia

The Science of Teaching Reading is grounded in cognitive psychology, neuroscience, linguistics, and educational research. The major components include:

1. Oral Language Development

- Listening and speaking skills
- Academic vocabulary
- Sentence structure and language comprehension

2. Phonological and Phonemic Awareness

- Recognizing and manipulating sounds in spoken words
- Rhyming, blending, segmenting, and deleting sounds

3. Phonics

- Understanding the relationship between letters and sounds
- Decoding and encoding words
- Alphabetic principle

4. Fluency

- Accurate, automatic, and expressive reading
- Reading with appropriate rate and prosody

5. Vocabulary Development

- Understanding word meanings
- Morphology (prefixes, suffixes, root words)
- Academic and content-specific vocabulary

6. Reading Comprehension

- Understanding and analyzing text
- Making inferences and drawing conclusions
- Responding to literary and informational texts

7. Writing Development

- Spelling and encoding
- Sentence construction
- Written expression connected to reading instruction

8. Assessment and Data-Driven Instruction

- Universal screening
- Diagnostic assessments
- Progress monitoring

- o Instructional decision-making based on student data

9. Differentiation and Intervention

- o Targeted instruction based on student needs
- o Small-group intervention
- o Support for struggling readers, English learners, and students with dyslexia

In Brownsville Independent School District, Structured Literacy aligned to the Science of Teaching Reading supports the implementation of High-Quality Instructional Materials (HQIM) and ensures students receive explicit, systematic, and data-driven literacy instruction aligned to the Texas Essential Knowledge and Skills (TEKS).

Components of a Scientifically Based Research Reading (SBRR) Programs

Twelve essential components of research-based programs for beginning reading instruction are outlined in the TEA publication, *Beginning Reading Instruction: Components and Features of Research-based Programs* (Revised 2002). These components are:

— Children have opportunities to expand their use and appreciation of oral language.

Children's comprehension of written language depends in large part upon their effective use and understanding of oral language. Language experiences are a central component of good reading instruction.

— Children have opportunities to expand their use and appreciation of printed language.

Children's appreciation and understanding of the purposes and functions of written language are essential to their motivation for learning to read. Children must become aware that printed language is all around them on signs, billboards, labels, books, magazines, and newspapers, and that print serves many different purposes.

— Children have opportunities to hear good stories and informational books read aloud daily.

Listening to and talking about books on a regular basis provides children with demonstrations of the benefits and pleasures of reading. Story reading introduces children to new words, new sentences, new places, and new ideas.

— Children have opportunities to understand and manipulate the building blocks of spoken language.

Children's ability to think about individual words as a sequence of sounds (phonemes) is important to their learning how to read an alphabetic language. Toward that understanding, children learn that sentences are made up of groups of separate words, and that words are made up of separate sounds.

— Children have opportunities to learn about and manipulate the building blocks of written language.

Children must also become expert users of the building blocks of written language. Knowledge of letters (graphemes) leads to success with learning to read. This includes the use, purpose, and function of letters.

— Children have opportunities to learn the relationship between the sounds of spoken language and the letters of written language. Increasing children's awareness of the sounds of spoken language and their familiarity with the letters of written language prepares them to understand the alphabetic principle—that written words are composed of patterns of letters that represent the sounds of spoken words. Effective instruction provides children with explicit and systematic teaching of sound-letter relationships in a sequence that permits the children to assimilate and apply what they are learning.

- ~~— Children have opportunities to learn decoding strategies. Efficient decoding strategies permit readers to quickly and automatically translate the letters or spelling patterns of written words into speech sounds so that they can identify words and gain rapid access to their meanings.~~
- ~~— Children have opportunities to write and relate their writing to spelling and reading. As children learn to read and write, they become aware of how these words are spelled. Increasing children’s awareness of spelling patterns hastens their progress in both reading and writing.~~
- ~~— Children have opportunities to practice accurate and fluent reading in decodable stories. The words in decodable stories emphasize the sound-letter relationships the children are learning.~~
- ~~— Children have opportunities to read and comprehend a wide assortment of books and other texts. As children develop effective decoding strategies and become fluent readers, they read books and other texts that are less controlled in their vocabulary and sentence structure.~~
- ~~— Children have opportunities to develop and comprehend new vocabulary through wide reading and direct vocabulary instruction. Written language places greater demands on children’s vocabulary knowledge than does their everyday spoken language. In fact, many of the new words children learn are learned from being read to, and as they read on their own. Children have opportunities to learn and apply comprehension strategies as they reflect upon and think critically about what they read. Written language is not just speech written down. Instead, written language offers new vocabulary, new language patterns, new thoughts, and new ways of thinking. Comprehension depends on the ability to identify familiar words quickly and automatically, which includes fluent reading, as well as the ability to figure out new words.~~

Accelerated Instruction for Grades 3-8 (EIE) Local

According to TEC, 28.006, districts shall implement an “accelerated reading instruction program” for students who, based on the results of the early reading instruments in grades in K-2, are determined to be at risk for reading failure. This accelerated instruction is designed to provide immediate intervention upon identification of student need in order to prevent reading failure. Based on current reading research, it is recommended that this preventive intervention be provided in small-group settings of three to four students.

TEC 39.025 (b-1) requires school districts to provide accelerated instruction to each student who fails to perform satisfactory on an EOC assessment (i.e. who does not achieve Level II: Satisfactory Academic Performance). Likewise, TEC 28.0211 (a-1) requires districts to provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily (Level II) on an assessment administered in grades 3-8.

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 grades 5 and 8 shall be subject to all provisions of GRADE ADVANCEMENT TESTING.

House Bill 1416 Overview

Texas law requires all students who do not achieve approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided accelerated instruction. These requirements, modified by House Bill 4545 of the 87th legislature and recently updated with the passage of House Bill 1416 in the 88th legislature, provide that qualifying student must be:

- Assigned a **TIA designated teacher** for the subsequent school year in the applicable subject area;

OR

- Provided supplemental instruction aligned with the research on high impact tutoring in the TEKS for the applicable grade levels and subject area in the following manner:
- **No less than 15 or 30 hours** depending on student performance and is provided in the summer or at least once per week in the school year;
- **Limited to two subjects per year**, prioritizing math and RLA;
- Provided in a group of **no more than four students**, unless the parent or guardian of each student in the group authorizes a larger group;
- Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and includes **effective instructional materials** designed for supplemental instruction;
- Provided by a **person with training in the applicable instructional materials** for the supplemental instruction and provided by one person for the entirety of their accelerated instruction.

House Bill 1416 updated accelerated instruction requirements from House Bill 4545 by:

- Removing the requirement for Accelerated Learning Committees while requiring Accelerated Education Plan after student fails to achieve approaches or higher on two consecutive assessments in the same subject area
- Limiting tutoring to 2 subjects and no longer including optional assessment administration
- Increasing student to tutor ratio from 3:1 to 4:1 ratio for tutoring group size
- Clarifying that students who take STAAR-Alt 2, are retained, or take substitute high school assessments aren't subject to requirements
- Reducing minimum hour requirement from 30 to 15 for some students
- Adding Local Education Agencies (LEAs) receiving compensatory education funding as a criteria for included LEAs (previously LEAs receiving funding from Strong Foundations Grant Program, CRRSAA or ARP)
- Providing student to teacher ratio waivers for use of approved online curriculum (approvals available spring 2024)
- Clarifying that parents may modify or remove supplemental instruction requirements with a letter to campus administrator
- Clarifying that parents must be notified of student failure to perform on applicable tests
- Requiring TEA to monitor implementation of accelerated instruction

The rules will also provide that student in third grade who do not approach grade level or higher will be required to receive 30 hours of supplemental instruction.

Sec. 28.021.STUDENT ADVANCEMENT.

- (a) A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.
- (b) In measuring the academic achievement or proficiency of a student who is dyslexic, the student's potential for achievement or proficiency in the area must be considered.
- (c) In determining promotion under Subsection (a), a school district shall consider:
 - (1) the recommendation of the student's teacher;
 - (2) the student's grade in each subject or course;
 - (3) the student's score on an assessment instrument administered under Section 39.023(a), (b), or (l); and
 - (4) any other necessary academic information, as determined by the district.
- (d) By the start of the school year, a district shall make public the requirements for student advancement under this section.
- (e) The commissioner shall provide guidelines to districts based on best practices that a district may use when considering factors for promotion.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by:

Acts 2009, 81st Leg., R.S., Ch. 895, Sec. 28, eff. June 19, 2009.

Sec. 28.0211. SATISFACTORY PERFORMANCE ON ASSESSMENT INSTRUMENTS REQUIRED; ACCELERATED INSTRUCTION.

- (a) Except as provided by Subsection (b) or (e), a student may not be promoted to:
 - (1) the sixth-grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the fifth-grade mathematics and reading assessment instruments under Section 39.023; or
 - (2) the ninth-grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the eighth-grade mathematics and reading assessment instruments under Section 39.023.
- (a-1) Each time a student fails to perform satisfactorily on an assessment instrument administered under section 39.023(a) in the third, fourth, fifth, sixth, seventh, or eighth grade, the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations.
- (a-2) A student who fails to perform satisfactorily on an assessment instrument specified under Subsection (a) and who is promoted to the next grade level must complete accelerated instruction required under Subsection (a-1) before placement in the next grade level. A student who fails to complete required accelerated instruction may not be promoted.
- (a-3) The commissioner shall provide guidelines to districts on research-based best practices and effective strategies that a district may use in developing an accelerated instruction program.
- (b) A school district shall provide to a student who initially fails to perform satisfactorily on an assessment instrument specified under Subsection (a) at least two additional opportunities to take the

assessment instrument. A school district may administer an alternate assessment instrument to a student who has failed an assessment instrument specified under Subsection (a) on the previous two opportunities. Not with standing any other provision of this section, a student may be promoted if the student performs at grade level on an alternate assessment instrument under this subsection that is appropriate for the student's grade level and approved by the commissioner.

- (c) Each time a student fails to perform satisfactorily on an assessment instrument specified under Subsection (a), the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area, including reading instruction for a student who fails to perform satisfactorily on a reading assessment instrument. After a student fails to perform satisfactorily on an assessment instrument a second time, a grade placement committee shall be established to prescribe the accelerated instruction the district shall provide to the student before the student is administered the assessment instrument the third time. The grade placement committee shall be composed of the principal or the principal's designee, the student's parent or guardian, and the teacher of the subject of an assessment instrument on which the student failed to perform satisfactorily. The district shall notify the parent or guardian of the time and place for convening the grade placement committee and the purpose of the committee. An accelerated instruction group administered by a school district under this section may not have a ratio of more than 10 students for each teacher.

In addition to providing accelerated instruction to a student under Subsection (c), the district shall notify the student's parent or guardian of:

- (1) the student's failure to perform satisfactorily on the assessment instrument;
- (2) the accelerated instruction program to which the student is assigned; and
- (3) the possibility that the student might be retained at the same grade level for the next school year.

- (d) A student who, after at least three attempts, fails to perform satisfactorily on an assessment instrument specified under Subsection (a) shall be retained at the same grade level for the next school year in accordance with Subsection (a). The student's parent or guardian may appeal the student's retention by submitting a request to the grade placement committee established under Subsection (c). The school district shall give the parent or guardian written notice of the opportunity to appeal. The grade placement committee may decide in favor of a student's promotion only if the committee concludes, using standards adopted by the board of trustees, that if promoted and given accelerated instruction, the student is likely to perform at grade level. A student may not be promoted on the basis of the grade placement committee's decision unless that decision is unanimous. The commissioner by rule shall establish a time line for making the placement determination. This subsection does not create a property interest in promotion. The decision of the grade placement committee is final and may not be appealed.

- (e) A school district shall provide to a student who, after three attempts, has failed to perform satisfactorily on an assessment instrument specified under Subsection (a) accelerated instruction during the next school year as prescribed by an educational plan developed for the student by the student's grade placement committee established under Subsection (c). The district shall provide that accelerated instruction regardless of whether the student has been promoted or retained. The educational plan must be designed to enable the student to perform at the appropriate grade level by the conclusion of the school year. During the school year, the student shall be monitored to ensure that the student is progressing in accordance with the plan. The district shall administer to the student the assessment instrument for the grade level in

which the student is placed at the time the district regularly administers the assessment instruments for that school year.

- (f) This section does not preclude the retention at a grade level, in accordance with state law or school district policy, of a student who performs satisfactorily on an assessment instrument specified under Subsection (a).
- (g) In each instance under this section in which a school district is specifically required to provide notice to a parent or guardian of a student, the district shall make a good faith effort to ensure that such notice is provided either in person or by regular mail and that the notice is clear and easy to understand and is written in English or the parent or guardian's native language.
- (h) The admission, review, and dismissal committee of a student who participates in a district's special education program under Subchapter B, Chapter 29, and who does not perform satisfactorily on an assessment instrument specified under Subsection (a) and administered under Section 39.023(a) or (b) shall determine:
 - (1) the manner in which the student will participate in an accelerated instruction program under this section; and
 - (2) whether the student will be promoted or retained under this section.
- (i) A school district or open-enrollment charter school shall provide students required to attend accelerated programs under this section with transportation to those programs if the programs occur outside of regular school hours.
- (j) The commissioner shall adopt rules as necessary to implement this section, including rules concerning when school districts shall administer assessment instruments required under this section and which administration of the assessment instruments will be used for purposes of Section 39.051.
- (k) Repealed by Acts 2007, 80th Leg., R.S., Ch. 1058, Sec. 17, eff. June 15, 2007.
 - (l-1) The commissioner may adopt rules requiring a school district that receives federal funding under Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. Section 6301 et seq.) to use that funding to provide supplemental educational services under 20 U.S.C. Section 6316 in conjunction with the accelerated instruction provided under this section, provided that the rules may not conflict with federal law governing the use of that funding.
 - (l) The commissioner shall certify, not later than July 1 of each school year or as soon as practicable thereafter, whether sufficient funds have been appropriated statewide for the purposes of this section. A determination by the commissioner is final and may not be appealed. For purposes of certification, the commissioner may not consider Foundation School Program funds. This section may be implemented only if the commissioner certifies that sufficient funds have been appropriated during a school year for administering the accelerated instruction programs specified under this section, including teacher training for that purpose.
- (m) A student who is promoted by a grade placement committee under this section must be assigned in each subject in which the student failed to perform satisfactorily on an assessment instrument specified under Subsection (a) to a teacher who meets all state and federal qualifications to teach that

subject and grade.

Added by Acts 1999, 76th Leg., ch. 396, Sec. 2.12, eff. Sept. 1, 1999.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 1058, Sec. 9, eff. June 15, 2007.

Acts 2007, 80th Leg., R.S., Ch. 1058, Sec. 17, eff. June 15, 2007.

Acts 2009, 81st Leg., R.S., Ch. 895, Sec. 29, eff. June 19, 2009.

Sec. 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.

*Students in General Education and Bilingual or English as a Second Language (ESL) Programs
Placement
Procedures*

Results from the reading instruments are to be used as an indicator for placement into an accelerated reading instruction program. If a student of English Learner (EL) is not administered a reading instrument, but is administered an oral language proficiency assessment instrument, results from the instrument may be used as an indicator for placement.

Student in Special Education

The admission, review, and dismissal (ARD) committee of a student who participates in a district's or charter school's special education program under TEC, Subchapter B, Chapter 29, and who does not perform satisfactorily on a reading instrument shall determine the manner in which the student will participate in an accelerated reading instruction program.

Sec. 28.022. NOTICE TO PARENT OF UNSATISFACTORY PERFORMANCE.

- (a) The board of trustees of each school district shall adopt a policy that:
 - (1) provides for a conference between parents and teachers;
 - (2) requires the district, at least once every 12 weeks, to give written notice to a parent of a student's performance in each class or subject; and
 - (3) requires the district, at least once every three weeks, or during the fourth week of each nine-week grading period, to give written notice to a parent or legal guardian of a student's performance in a subject included in the foundation curriculum under Section 28.002(a)(1) if the student's performance in the subject is consistently unsatisfactory, as determined by the district.

(b) The notice required under Subsections (a)(2) and (a)(3) must: (1) provide for the signature of a student's parent; and (2) be returned to the district.

(c) A policy adopted under this section does not apply to a student who:

- (1) is 18 years of age or older and who is living in a different residence than the student's parents;
- (2) is married; or
- (3) has had the disabilities of minority removed for general purposes.

(d) In this section, "parent" includes a guardian, conservator, or other person having lawful control of a student. Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1999, 76th Leg., ch. 1237, Sec. 1, eff. Aug. 30, 1999.

Sec. 28.0213. INTENSIVE PROGRAM OF INSTRUCTION.

(a) A school district shall offer an intensive program of instruction to a student who does not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39.

(b) A school district shall design the intensive program of instruction described by Subsection (a) to:

(1) enable the student to:

- (A) to the extent practicable, perform at the student's grade level at the conclusion of the next regular school term; or
- (B) attain a standard of annual growth specified by the school district and reported by the district to the agency; and

(2) if applicable, carry out the purposes of Section 28.0211.

(c) A school district shall use funds appropriated by the legislature for an intensive program of instruction to plan and implement intensive instruction and other activities aimed at helping a student satisfy state and local high school graduation requirements. The commissioner shall distribute funds to districts that implement a program under this section based on the number of students identified by the district who:

(1) do not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; or

(2) are not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade nine, as determined by the district.

(d) A school district's determination of the appropriateness of a program for a student under this section is final and does not create a cause of action.

(e) For a student in a special education program under Subchapter A, Chapter 29, who does not perform satisfactorily on an assessment instrument administered under Section 39.023(a), (b), or (c), the student's admission, review, and dismissal committee shall design the program to:

(1) enable the student to attain a standard of annual growth on the basis of the student's individualized education program; and

(2) if applicable, carry out the purposes of Section 28.0211. Added by Acts 2003, 78th Leg., 1212, Sec. 7, eff. June 20, 2003.

Sec. 25.085. COMPULSORY SCHOOL ATTENDANCE.

- (a) A child who is required to attend school under this section shall attend school each school day for the entire period the program of instruction is provided.
- (b) Unless specifically exempted by Section 25.086, a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached the child's 18th birthday shall attend school.
- (c) On enrollment in Pre-Kindergarten or kindergarten, a child shall attend school.
- (d) Unless specifically exempted by Section 25.086, a student enrolled in a school district must attend:
 - (1) an extended-year program for which the student is eligible that is provided by the district for students identified as likely not to be promoted to the next grade level or tutorial classes required by the district under Section 29.084;
 - (2) an accelerated reading instruction program to which the student is assigned under Section 28.006(g);
 - (3) an accelerated instruction program to which the student is assigned under Section 28.0211;
 - (4) a basic skills program to which the student is assigned under Section 29.086; or
 - (5) a summer program provided under Section 37.008(l) or Section 37.021.
- (e) A person who voluntarily enrolls in school or voluntarily attends school after the person's 18th birthday shall attend school each school day for the entire period the program of instruction is offered. A school district may revoke for the remainder of the school year the enrollment of a person who has more than five absences in a semester that are not excused under Section 25.087. A person whose enrollment is revoked under this subsection may be considered an unauthorized person on school district grounds for purposes of Section 37.107.
- (f) The board of trustees of a school district may adopt a policy requiring a person described by Subsection (e) who is under 21 years of age to attend school until the end of the school year. Section 25.094 applies to a person subject to a policy adopted under this subsection. Sections 25.093 and 25.095 do not apply to the parent of a person subject to a policy adopted under this subsection.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 1019, Sec. 2, eff. Sept. 1, 1997; Acts 1999, 76th Leg., ch. 396, Sec. 2.10, eff. Sept. 1, 1999; Acts 1999, 76th Leg., ch. 711, Sec. 1, eff. June 18, 1999; Acts 2003, 78th Leg., ch. 1055, Sec. 3, eff. June 20, 2003. Amended by: Acts 2007, 80th Leg., R.S., Ch. 50, Sec. 1, eff. May 10, 2007. Acts 2007, 80th Leg., R.S., Ch. 850, Sec. 2, eff. June 15, 2007.

Sec. 12.013. APPLICABILITY OF TITLE.

- (a) A home-rule school district has the powers and entitlements granted to school districts and school district boards of trustees under this title, including taxing authority.
- (b) A home-rule school district is subject to:
 - (1) a provision of this title establishing a criminal offense;
 - (2) a provision of this title relating to limitations on liability; and
 - (3) a prohibition, restriction, or requirement, as applicable, imposed by this title or a rule adopted under this title, relating to:
 - (A) the Public Education Information Management System (PEIMS) to the extent necessary to monitor compliance with this subchapter as determined by the commissioner;
 - (B) educator certification under Chapter 21 and educator rights under Sections 21.407, 21.408, and 22.001;
 - (C) criminal history records under Subchapter C, Chapter 22;
 - (D) student admissions under Section 25.001;
 - (E) school attendance under Sections 25.085, 25.086, and 25.087;
 - (F) inter-district or inter-county transfers of students under Subchapter B, Chapter 25;
 - (G) elementary class size limits under Section 25.112, in the case of any campus in the district that fails to satisfy any standard under Section 39.054(d);
 - (H) high school graduation under Section 28.025;
 - (I) special education programs under Subchapter A, Chapter 29;
 - (J) bilingual education under Subchapter B, Chapter 29;
 - (K) Pre-Kindergarten programs under Subchapter E, Chapter 29;
 - (L) safety provisions relating to the transportation of students under Sections 34.002, 34.003, 34.004, and 34.008;
 - (M) computation and distribution of state aid under Chapters 31, 42, and 43;
 - (N) extracurricular activities under Section 33.081;
 - (O) health and safety under Chapter 38;
 - (P) public school accountability under Subchapters B, C, D, E, and J, Chapter 39;
 - (Q) equalized wealth under Chapter 41;
 - (R) a bond or other obligation or tax rate under Chapters 42, 43, and 45; and
 - (S) purchasing under Chapter 44.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., ch.342, Sec. 2, eff. Sept. 1, 2003.

Amended by: Acts 2006, 79th Leg., 3rd C.S., Ch. 5, Sec. 3.03, eff. May 31, 2006.

Acts 2009, 81st Leg., R.S., Ch. 895, Sec. 13, eff. June 19, 2009.

APPENDIX A

Procedural Information

- A-1 Academic Requirements
- A-2 Diagnostic Exam Philosophy
- A-3 Special Education Grading Guidelines
- A-4 Section 504
- A-5 Language Arts Weighted Average Charts
- A-6 Out-of-District Grade Conversion Table
- A-7 STAAR Writing Rubric
- A-8 Concussion Management

APPENDIX A-1
ACADEMIC REQUIREMENTS
(NO PASS, NO PLAY)

Eligibility For All Extracurricular Participants After The First Six Weeks Of The School Year

A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any academic class (other than an identified advanced class) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the principal and teachers determine that he or she has: (1) earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and (2) completed the three school weeks of ineligibility.

All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of the grading period whether it is six, nine, or twelve weeks in length. Students who pass remain eligible until the end of the next grading period. All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the students represent the school. This provision applies to all grading periods. It also applies to all three school week evaluation periods for ineligible students.

New Information Beginning With The 1999-2000 School Year Resulting From The 76th Session Of The Texas Legislature

- A. All students are eligible during a school holiday of a full calendar week or more. When the bell rings to dismiss students for the December holidays, all students are eligible until classes resume in January. The same is true for fall and spring breaks provided those breaks consist of at least a full calendar week.
- B. Students in year-round schools are eligible during inter-sessions.
- C. If a grading period or three school week evaluation period ends on the last class day prior to a school holiday of one calendar week or more (e.g., spring break, winter holidays), the seven calendar day grace period to lose eligibility and the seven calendar day waiting period to regain eligibility begin the first day that classes resume.

APPENDIX A-2

Diagnostic Exam 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 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, Check Point Assessments (CPAs) 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 the District Diagnostic Exams, the information base for determining instructional goals/decisions in elementary language arts includes the following:

- In Kindergarten student results on the mCLASS by Amplify & in Grades 1-2 student results on the Texas Primary Reading Inventory (TPRI) or Tejas LEE, administered in the beginning, middle and end of year in Grades K-2 will provide the information teachers must use to determine instructional goals in *language arts.
- In Grade 3, students' End of the Year (EOY) Grade 2 TPRI or Tejas LEE results will provide teachers the information they need to determine instructional goals in *language arts at the beginning of the year. Grade 3 STAAR Reading administration in late spring will keep the teacher informed as to each student's progress. Thereafter, Grade 3 students' progress in *language arts will be monitored via the results on the STAAR test.
- In Grades 4-5, previous year's state criterion reference test results will provide teachers the information they need to determine instructional goals in language arts during the first and second six weeks. The administration of a Grade 4 or 5 Benchmark Test will further inform teachers of students' progress in language arts and provide them specific information for determining instructional goals until the STAAR test is administered.

*Language Arts includes listening, speaking, reading and writing. Each grade level must implement all Language Arts TEKS in order for the children to be proficient readers and writers.

All campuses must participate in the District Diagnostic Exam Program; however, teachers always have the option of administering additional campus developed diagnostic assessments. District benchmark assessments (DBM's) may not be taken for a major or minor grade.

APPENDIX A-3

Special Education Grading Guidelines

- A. Grades for students who are serviced by the Special Education Program will be derived from having implemented accommodations/modifications. Implementation of the accommodations /modifications is the responsibility of the General Education Teacher and/or the Special Education Teacher, as appropriate. Campus administration and Special Education Supervisors shall monitor the implementation of the accommodations /modifications. If the student's grade is derived without having followed the required accommodations and/or modifications outlines in the students' IEP, the grade will be invalid and a new grade must be determined after accommodations /modifications have been in place. Teachers will award numerical grades for students who are enrolled in grades 1st - 12th. These grades will be entered into the Online Grading System (Teacher Access Center)
- B. In addition to the district report card, students in Special Education must receive an IEP Progress Report every six weeks reporting on academics, behavior and/or instructional/related services as determined by the student's goals and objectives.
- C. All students, 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 (SOS) in the Student's IEP. It is the expectation that all students will be taught on grade level TEKS regardless of their instructional setting.
- D. The ARDC determines, on an individual basis, the need of instructional accommodations /modifications. The accommodations/modifications apply to daily work assignments, homework, tests and grading techniques, not the calculation of the final grade.
- E. It is important to note that if a child is receiving special education services and is not earning passing grades, the failure should be addressed and documented by special education/general education teacher(s).
- F. Lesson Plans should reflect accommodations/modifications as implemented for students with an Individualized Education Plan (IEP) or 504 plan. Documentation in lesson plans should be in accordance with FERPA requirements in which no clearly identifiable student identity is documented. Students who receive instruction in LS/SFL/ECSE settings will be taught prerequisite skills linked to enrolled grade TEKS as determined by the ARD Committee.

APPENDIX A-4

Section 504

- A. 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 ~~Student Service Plan (SSP) Individual Accommodation Plan (IAP)~~, the grade is invalid and a new grade must be determined after accommodations are implemented.
- B. 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 Service 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 504, the student's potential for achievement or proficiency in the area must be considered by the Section 504 committee.

APPENDIX A-5

Language Arts Weighted Average Charts

	.60	.50	.40	.30	.10		.06	.50	.40	.30	.10
100	60.00	50.00	40.00	30.00	10.00	59	35.40	29.50	23.60	17.70	5.90
99	59.40	49.50	39.60	29.70	9.90	58	34.80	29.00	23.20	17.40	5.80
98	58.80	49.00	39.20	29.40	9.80	57	34.20	28.50	22.80	17.10	5.70
97	58.20	48.50	38.80	29.10	9.70	56	33.60	28.00	22.40	16.80	5.60
96	57.60	48.00	38.40	28.80	9.60	55	33.00	27.50	22.00	16.50	5.50
95	57.00	47.50	38.00	28.50	9.50	54	32.40	27.00	21.60	16.20	5.40
94	56.40	47.00	37.60	28.20	9.40	53	31.80	26.50	21.20	15.90	5.30
93	55.80	46.50	37.20	27.90	9.30	52	31.20	26.00	20.80	15.60	5.20
92	55.20	46.00	36.80	27.60	9.20	51	30.60	25.50	20.40	15.30	5.10
91	54.60	45.50	36.40	27.30	9.10	50	30.00	25.00	20.00	15.00	5.00
90	54.00	45.00	36.00	27.00	9.00	49	29.40	24.50	19.60	14.70	4.90
89	53.40	44.50	35.60	26.70	8.90	48	28.80	24.00	19.20	14.40	4.80
88	52.80	44.00	35.20	26.40	8.80	47	28.20	23.50	18.80	14.10	4.70
87	52.20	43.50	34.80	26.10	8.70	46	27.60	23.00	18.40	13.80	4.60
86	51.60	43.00	34.40	25.80	8.60	45	27.00	22.50	18.00	13.50	4.50
85	51.00	42.50	34.00	25.50	8.50	44	26.40	22.00	17.60	13.20	4.40
84	50.40	42.00	33.60	25.20	8.40	43	25.80	21.50	17.20	12.90	4.30
83	49.80	41.50	33.20	24.90	8.30	42	25.20	21.00	16.80	12.60	4.20
82	49.20	41.00	32.80	24.60	8.20	41	24.60	20.50	16.40	12.30	4.10
81	48.60	40.50	32.40	24.30	8.10	40	24.00	20.00	16.00	12.00	4.00
80	48.00	40.00	32.00	24.00	8.00	39	23.40	19.50	15.60	11.70	3.90
79	47.40	39.50	31.60	23.70	7.90	38	22.80	19.00	15.20	11.40	3.80
78	46.80	39.00	31.20	23.40	7.80	37	22.20	18.50	14.80	11.10	3.70
77	46.20	38.50	30.80	23.10	7.70	36	21.60	18.00	14.40	10.80	3.60
76	45.60	38.00	30.40	22.80	7.60	35	21.00	17.50	14.00	10.50	3.50
75	45.00	37.50	30.00	22.50	7.50	34	20.40	17.00	13.60	10.20	3.40
74	44.40	37.00	29.60	22.20	7.40	33	19.80	16.50	13.20	9.90	3.30
73	43.80	36.50	29.20	21.90	7.30	32	19.20	16.00	12.80	9.60	3.20
72	43.20	36.00	28.80	21.60	7.20	31	18.60	15.50	12.40	9.30	3.10
71	42.60	35.50	28.40	23.30	7.10	30	18.00	15.00	12.00	9.00	3.00
70	42.00	35.00	28.00	23.00	7.00	29	17.40	14.50	11.60	8.70	2.90
69	41.40	34.50	27.60	20.70	6.90	28	16.80	14.00	11.20	8.40	2.80
68	40.80	34.00	27.20	20.40	6.80	27	16.20	13.50	10.80	8.10	2.70
67	40.20	33.50	26.80	20.10	6.70	26	15.60	13.00	10.40	7.80	2.60
66	39.60	33.00	26.40	19.80	6.60	25	15.00	12.50	10.00	7.50	2.50
65	39.00	32.50	26.00	19.50	6.50	24	14.40	12.00	9.60	7.20	2.40
64	38.40	32.00	25.60	19.20	6.40	23	13.80	11.50	9.20	6.90	2.30
63	37.80	31.50	25.20	18.90	6.30	22	13.20	11.00	8.80	6.60	2.20
62	37.20	31.00	24.80	18.60	6.20	21	12.60	10.50	8.40	6.30	2.10
61	36.60	30.50	24.40	18.30	6.10	20	12.00	10.00	8.00	6.00	2.00
60	36.00	30.00	24.00	18.00	6.00						

APPENDIX A-6

Out-of-District Grade Conversion Table

C. Out-of-District 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, 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 Grades without a Conversion Table from Sending District

On out-of-district transcripts on which no conversion table exists, grades shall be converted as follow:					
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

APPENDIX A-7

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 *Sign and Symptoms* of a concussion. Students who display signs and /or symptoms of a concussion will follow the BISD "Return-to-Learn Protocol". Forms may be found on the BISD's 504 Department website. 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.



AN EARLY COLLEGE DISTRICT
BROWNSVILLE
 INDEPENDENT SCHOOL DISTRICT



Dr. Alda T. Benavides
 Interim Superintendent of Schools

Dr. Norma Ibarra-Cantu
 Executive Director Elementary Education

DEPARTMENT OF CURRICULUM, INSTRUCTION & ACCOUNTABILITY

1900 Price Road O Brownsville, Texas 78521 O (956) 548-8121

2026-2027 Secondary Grading Procedures

All Instances	Update School Year, Page Numbers, Dates and Grammatical Errors
6	Update Benchmark Philosophy
9	Update Retesting
12	Update Make-Ups
13	Update Extra Curricular Activities
14	Update Lesson Plans and Grade Book
15	Update IEPs
19	Update Local Credit Course
28	Update Course Requirements
30	Update Semester Grade Calculation
32	Update Semester Grade Calculation
35	Update Formal Science Lab
37	Update Semester Grades

SECONDARY



2026-2027 GRADING PROCEDURE



Brownsville
Independent
School District

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

<https://www.bisd.us/departments/curriculum-instruction-human-resources/curriculum-instruction/district-alignment>.

Brownsville Independent School District

Quick Reference

Secondary Grading Procedures 2026-2027 Revisions

All.....	Update School Year, Page Numbers, Dates, and Grammatical Errors
6.....	Update Benchmark Philosophy
9.....	Update Retesting
12.....	Update Make-Up Work
13.....	Update Extra Curricular Activities
14.....	Update Lesson Plans and Grade Book
15.....	Update IEPs
19.....	Update Local Credit Course
28.....	Update Middle School Course Requirements
30.....	Update Semester Grade Calculation
32.....	Update Semester Grade Calculation
35.....	Update Formal Science Lab
37.....	Update Semester Grades

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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, classroom participation, other forms of assessment, 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 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. Parents, students, teachers, and administration must abide by the BISD 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 assessments, 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

Brownsville Independent School District

needs student may, in accordance with commissioner rules, request additional benchmarks be administered to their 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 2.0 questioning format. All campuses must participate in the District Diagnostic Testing Program; however, teachers always have the option of administering additional campus-developed diagnostic assessments. A diagnostic assessment could be used as one minor grade only.

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 all students including students serviced through special education 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 provided to the parents/adult for all students in the Special Education Program.

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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.

[https://hac.bisd.us/HomeAccess/Account/LogOn?ReturnUrl=%2fhomeaccess%](https://hac.bisd.us/HomeAccess/Account/LogOn?ReturnUrl=%2fhomeaccess%2f)

[2f](#)

8. Grades shall reflect work that has been accommodated and/or 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. 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. Checks for understanding during direct teaching;
 2. Teacher monitors during guided practice;
 3. Students work individually or in cooperative learning groups during independent practice; 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 only).
- e. In applying re-teaching procedures or remediation, school administrators and teachers need to ensure fairness and promote success for all students.

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- 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. The teacher must notify the student of a failing major assessment within 5 school days of the test date.
- b. There are no retests for research papers, projects, benchmarks, six weeks test(s) and semester exams.
- c. A formal science lab report may be retested with a corrected final draft or an equivalent test.
- d. The teacher and student will work together to schedule a retest **within (5)** school days after learning of the failing grade, except under extenuating circumstance determined by the principal. No retests are available for students who received a "0" for academic dishonesty.
- e. The student may raise his/her score to a **maximum of 70** on the test upon mastery of the retest.
- f. A student may not be retested more than one time for any given original major assessment.
- g. 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, teachers will then be informed by the student and sponsor 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 the student's 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

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- 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, (with appropriate documentation of 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.
 - e. Upon the third consecutive day of student's absence from the classroom, contact should be made by the teacher or parent liaison 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. EB 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 a 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.
 - h. Grade level advancement for at-risk students in grades 9 – 12 shall be earned by course credits

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and other proficiency criteria where applicable. Changes in grade level classification shall be made three times per year; at the beginning of the fall semester, at the beginning of the spring semester, and during the month of May [EIE LOCAL].

- i. Course/Credit completed Out of Country: BISD has implemented the Course/Credit Validation Analysis (CVA) procedure, which will allow the district to ensure and expedite the process to evaluate academic records or transcripts for *out-of-country* students. Such procedure entails the following:
 - a. Each BISD high school Counseling Department in collaboration with the Bilingual ESL/Title III Department/Central Office/Curriculum & Instruction Department will generate an individual electronic Course/Credit Validation Analysis (CVA) for students coming from *out-of-country*, who completed grades in their home country.
 - b. For students coming from Mexico, Parent/Guardian must provide Campus Counselor with an official report card and/or Academic Transcript; including 7th grade transcripts or its equivalent, and above. “Secundaria (7th-9th) and Preparatoria (10th-12th)”. Parent/Guardian must sign the “CVA_Parent’s Authorization Letter.”
 - c. Once the student **BISD_CVA** has been reviewed and approved at the Central Office; student will be placed promptly in the appropriate grade level and/or subjects; reclassification or grade level changes must be done as appropriate.
 - d. Under special circumstance, high school equivalent courses earned in Preparatoria (Grades 10th-12th) **may be** analyzed and evaluated by a third-party Credit Validation System through the LUCHA Program (Language Learners at the University of Texas at Austin’s Center for Hispanic Achievement) to ensure proper class placement and to award credits for graduation plan. Credit Validation services must be authorized by the Bilingual/ESL/Title III Department Administrator.

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 574.26(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

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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 grade 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.
- 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. Students, who have an excused or unexcused absence including co-curricular and extra-curricular activities, will not 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 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

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assessment-and if nothing new has been covered, the student will be expected to complete or turn in assessment 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), the student is to receive grades for assigned work completed while there. Teacher of record is responsible for providing assignments to students in ISS. 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.

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- 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. Loss of credit for students receiving special education services will be removed and grades shall be reinstated after the appropriate ARD 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

[DLB Legal] A unit or weekly lesson plan that outlines, in a brief and general manner, the information to be presented during each period at the secondary level or in each subject or topic at the elementary level, unless the lesson plan is included in instructional material adopted by the board.

- a. Daily lesson plans are required for several reasons:
 1. To assist the teacher in planning for differentiated instruction, including reteaching;
 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 Emergent Bilinguals and
 3. To provide for continued instruction when substitute teachers are necessary.
- b. Lesson Plan Procedures
 1. Lesson plans should be completed in Forethought on a weekly basis prior to actual use. This schedule will be established in each-campus for checking lesson plans.
 2. A copy of required instructional accommodations for Emergent Bilingual students must be given to the classroom teacher and maintained in a

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confidential file. Teachers are required to access and implement the students IEPs that are located on the Teacher Access Center software.

Lesson Plans should reflect RTI accommodations/modifications as implemented for students with an Individualized Education Program (IEP) 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.

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, 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 work which was provided with the appropriate accommodations/modifications according to a student’s Individualized Education Program (IEP) or 504 plan.
- f. All major and minor assessments must be graded, posted, published within 5 school days after student submission.

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

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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, eases time constraints on the amount of curricular material that can be taught in class, and supplements/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

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help understanding. Homework can also be differentiated by how students demonstrate learning. For instance, students with a learning disability may explain their understanding of a concept by using an audio recorder instead of writing their response (Vatterott) as documented in their Individual Education Program (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

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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 II or III on a scale of 100. 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.

Additionally,

- a. All students passing all courses for the grading period remain UIL eligible throughout the next grading period.
- b. Semester averages and semester final exam grades have no bearing on UIL eligibility.
- c. Grades are accumulated from the first day of the grading period through the end of the grading period.
- d. 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, **except Local Courses on page 50 of Middle School Course Listing Guide and page 107 of the High School Course Listing Guide.**
- 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

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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, he/she 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 or section 504 purposes special consideration must be given to the following:
 - 1. If a student's grade is derived without following the required accommodations/modifications outlined in his/her IEP or 504 Plan, the grade is invalid and a new grade must be determined after accommodations/modifications are implemented.
 - 2. Students with special needs and/or identified in the §504 program, who may have experienced extenuating circumstances that impacted school attendance, (with appropriate documentation of 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.
- l. All high school courses taken in middle school, with the exception of instructional modules shall be considered as advanced level for UIL eligibility.
- m. The following are identified as honors classes as referred to in the Texas Education Code, §33.081(d)(1), concerning extracurricular activities:
 - 1) all College Board advanced placement courses and International Baccalaureate courses in all disciplines;
 - 2) **English language arts:** high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)"

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- 3) **Languages other than English:** high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One),” and languages other than English courses Levels IV-VII;
- 4) **Mathematics:** high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One)” and Pre Calculus;
- 5) **Science:** high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One)”;
- 6) **Social studies:** Social Studies Advanced Studies, Economics Advanced Studies, and high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One).”
- 7). Additional BISD identified courses identified as Honors include:

High School:

- Academic Gifted and Talented, Honors and Dual Enrollment courses in English Language Arts, Math, Science, Social Studies and LOTE.

Middle School:

- Academic Gifted & Talented and Honors courses in ELAR, Math, Science, Social Studies and LOTE.

Students must have a minimum grade of 60 in the above advanced classes to be allowed to participate in extracurricular activities.

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.

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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. 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 of credit.

N. 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 Program (IEP). The student's Individual Education Program 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 Folder Teachers shall monitor the implementation of the accommodations/modifications for all students in special education.

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- 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. 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 all assignments as specified in the student's IEP. 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 Section 504 Plan, 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 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.

O. 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.

P. EB (Emergent Bilinguals)

a. Language Proficiency Assessment Committee

The Language Proficiency Assessment Committee (LPAC) identifies Emergent Bilinguals (EBs). LPAC further determines student placement and instructional category assignment. Students identified as Emergent Bilingual (EB) will follow the BISD grading/retention policy. English Learners (EBs) must show mastery of the Texas Essential Knowledge and Skills (TEKS) as per Chapter 75/Chapter 89. The Language Proficiency Assessment Committee determines, on an individualized basis, the need for linguistic instructional accommodations for identified Emergent Bilinguals. EB students that choose to participate in the ESL program will follow the guidelines for linguistic accommodations. The student's Emergent Bilingual

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Student Plan may include goals and objectives, instructional accommodations and web-based instructional supplemental support (LPAC recommendations/ELLEVATION Monitoring forms).

GRADING
MIDDLE
SCHOOL

Brownsville Independent School District

2026-2027 Course Requirements for Students Grade 6, 7 & 8

Course Requirements for Grade 6	Semester	Promotion/Retention Requirements
ELAR/ELAR SL/*ESL I/ESL II	2	Pass each core area course with a 70% Final Average
Mathematics	2	
Social Studies	2	
Science	2	
Physical Education/Health or Pre- Athletics/Health	2	
Fine Arts	2	Pass electives with a 70% overall yearly average (composite)
Elective	2	
Elective	2	
For a complete list of electives, please refer to pages 36-44		
Course Requirements for Grade 7	Semester	Promotion/Retention Requirements
ELAR/ELAR SL/*ESL I/ESL II	2	Pass each core area course with a 70% Final Average
Mathematics	2	
Social Studies	2	
Science	2	
Physical Education/Health or Pre- Athletics/Health	2	
Fine Arts	2	Pass electives with a 70% overall yearly average (composite)
Elective	2	
Elective	2	
For a complete list of electives, please refer to pages 36-44		
Course Requirements for Grade 8	Semester	Promotion/Retention Requirements
ELAR/ELAR SL/*ESL I/ESL II/^English I	2	Pass each core area course with a 70% Final Average
Mathematics/^Algebra I	2	
Social Studies	2	
Science/^Biology	2	
Physical Education or Athletics	2	
^Health	1	Pass electives with a 70% Overall yearly average (composite)
Career & College Explorations	1	
Elective	2	
For a complete list of electives, please refer to pages 36-44		

*ESL I is only required for students identified as Beginners. NOTE: ESL II as recommended by LPAC. All EB students must be enrolled in SL courses.

^ Courses for High School credit will not be considered for retention.

Required Middle School Electives	Semester
College and Career Readiness	1
Fine Arts	2
Health	3
Physical Education	4

I. Middle School Grading

Grade Reporting: In order to maintain current information for parents/guardians, teachers are to grade, post and publish major and minor assignments within 5 school calendar days after student submission

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 sixty percent (60%) of the grade. This must include a **minimum** of three major assessments per six weeks. Examples of major assessments include, but are not restricted to: reports, research papers, tests and projects. Projects and/or subjective assignments will contain a rubric with 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 major assessments per six weeks or marking period may be a project. Projects must have a rubric with clearly defined criteria which
 - a. Is 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

* Accommodations used consistently in the classroom are allowed during assessments throughout the academic year.

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- c. Clearly delineates 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. Minor Assessments are forty percent (40%) of the grade. These must include a **minimum** of five minor assessments 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 1 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. Mathematical formula: Six Weeks Grades

$$[(\text{Avg. Major} \times 0.60) + (\text{Avg. Minor} \times 0.40)] = \text{Six Weeks Grade}$$

5. Semester Grade Calculation

Grading Period	Weight
1st 6wks	28%
2nd 6wks	28%
3rd 6wks	28%
Semester Exam	16%
Semester Grade	100%

- 6. Grades should be rounded off.

Example

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

Middle School

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. 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

$$[(\text{Avg. Major} \times 0.60) + (\text{Avg. Minor} \times 0.40)] = \text{Grading Period Average}$$

3. Example:

Major Assessment Grade Average: 69

Minor Assessment Grade Average: 75

$$[(69 \times 0.60) + (75 \times 0.40)] = \text{Grading Period Average}$$

$$[41.4 + 30.0] = \text{Grading Period Average}$$

71.4 rounds to a 71 for the Grade Period Average.

4. Examples of minor assessments include but are not restricted to:
Oral reports and quizzes.
5. Examples of major assessments include but are not restricted to:
projects, reports, reports, research papers, and quizzes.
6. Beginning in the 2017-2018 school year (**6TH Graders**), successful completion of an Algebra I and or an **AP Spanish course** taken in Middle School for High School credit will appear on the High School transcript and will be figured into the student's high school grade point average (GPA) applicable in the 2019-2020 school year (**8th Graders**).
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 student earns an 89.5 or above on each individual course for the current six weeks or marking period only.
2. "A & B" Honor Roll: The student earns a 79.5 or above on each individual course for the current six weeks or marking period.
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 sixteen hundredths (0.16) of the total semester grade.**

F. Semester Grade

1. **The Semester Grade is three (3) six week grading periods each weight of 0.28 added to Semester Exam Grade with a weight of 0.16.** 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.

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

1. 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. House Bill 1416

Texas law requires all students who do not achieve approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided accelerated instruction. These requirements, modified by House Bill 4545 of the 87th legislature and recently updated with the passage of House Bill 1416 in the 88th legislature

Each of these components of the legislation is described in greater detail here:

[Frequently Asked Questions — HB 1416 \(88R\) \(texas.gov\)](#)

GRADING
HIGH
SCHOOL

I. Grading

Grade Reporting: In order to maintain current information for parents/guardians, teachers are to grade, post and publish major and minor assignments within 5 school calendar days after student submission.

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. High School Courses: Six Weeks Grades

Grades should reflect the academic progress of a student.

1. Major assessments are sixty percent (60%) of the grade. This must include a **minimum** of three major assessments per six weeks/marketing period. Examples of major assessments include, but are not restricted to: reports, research papers, tests, **only one formal science lab report**, and projects. Projects and/or subjective assignments will contain a rubric with clearly defined criteria. BISD strongly encourages campuses to administer six weeks or marketing period exams. Higher Order Thinking Skills should be included in major assessments. One out of the three major assessments per six weeks or marketing period may be a project.

Projects must have a rubric with clearly defined criteria which

- a. Is shared in written form with students prior to the assignment and/or assessment;
- b. Reflect the TEKS and curriculum objectives covered during the

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instructional segment of time immediately prior to or during the assignment of the project; and

- c. Clearly delineates 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. Minor Assessments are forty percent (40%) of the grade. This must include a **minimum** of five minor assessments per six weeks/marketing period. Quizzes, assignments, homework, and notebooks may be considered daily assessments.

C. Six Week Grades (Marking Periods)

1. By the end of the third week of the six weeks/marketing period, a minimum of 1 major assessment and 3 minor assessments will be documented for each student who has been in attendance for at least 15 days of the six weeks/marketing period.

3. Mathematical Formula

$$[(\text{Avg. Major} \times 0.60) + (\text{Avg. Minor} \times 0.40)] = \text{Grading Period Averages}$$

4. Example

Major Assessment Grade Average: – 69

Minor Assessment Grade Average: – 75

$[(69 \times 0.60) + (75 \times 0.40)] = \text{Grading Period Average}$

$[41.4 + 30.0] = \text{Grading Period Average}$

71.4 rounds to a 71 for the Grade Period Average.

5. Examples of minor assessments include, but are not limited to:
oral reports, quizzes, and class participation.

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

C. Semester Grades

1. The Semester Grade is three (3) six week grading periods each weight of 0.28 added to Semester Exam Grade with a weight of 0.16

semester grade coincides with a UIL reporting date, the final exam will not be included in the equation described above to determine UIL eligibility.

2. Semester Grade Calculation

Grading Period	Weight
1st 6wks	28%
2nd 6wks	28%
3rd 6wks	28%
Semester Exam	16%
Semester Grade	100%

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.

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.

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.
- 2.

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

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

Modules

$$1 = 81$$

$$2 = 84$$

$$3 = 82$$

$$4 = 80$$

$$\underline{\quad\quad}$$
$$327$$

$$\text{Average} = 84$$

$$1. \text{ Sum of Modules} = 327$$

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

$$3. 82 \times 3 = 246$$

$$4. 246 + 90 \text{ (Final Exam Grade)} = 336$$

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

2. 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 $\times 3$ 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:

$$\text{Module Grades } 81 + 84 + 82 + 80 = 327$$

$$\text{Final Exam} = 90$$

$$327 \div 4 \text{ Modules} = 82$$

$$82 + 82 + 82 + 90 = 336$$

$$336 \div 4 = 84$$

F. Rounding Off

1. If the average is .50 or above, round to the next larger whole number.
2. 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:

1. "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.

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. See SB213 and TAC § 101.4002 for STAAR graduation requirements information.
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 2025-2026 High School Course Listing Guide for information on Credit by Examination without instruction for acceleration.

IV. Credit by Examination With No Prior Instruction

The Brownsville Independent School District allows BISD students in secondary academic courses to earn credit for a course on a basis of credit by examination for acceleration. A school district must annually provide at least four testing opportunities as follows: • one window to test between January 1 and March 31; • one window to test between April 1 and June 30; • one window to test between

July 1 and September 30; and • one window to test between October 1 and December 31. BISD does not charge for the exams for acceleration. The district administers examinations developed by Texas Tech University.

Note: After the students are enrolled in a course for more than one six weeks marking period, they are not eligible for CBE with No Prior Instruction.

Testing and awarding of credit guidelines follow the State Board of Education Rules as stated in the Texas Education Code, Code § 28.023. BISD students interested in Credit by Examination for Acceleration with no prior instruction should contact the BISD Department of College and Career, Military Readiness. Please refer to the 2025-2026 Course Listing Guide for additional information.

V. **House Bill 1416**

Texas law requires all students who do not achieve approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided accelerated instruction. These requirements, modified by House Bill 4545 of the 87th legislature and recently updated with the passage of House Bill 1416 in the 88th legislature

Each of these components of the legislation is described in greater detail here:

[Frequently Asked Questions — HB 1416 \(88R\) \(texas.gov\)](#)

VI. Grading Procedures for Dual Enrollment/Dual Credit Courses

For semester long dual enrollment/dual credit courses, the Institute of Higher Education (IHE) grading policy will determine the BISD and the college transcript grades. Both grades should be the same. If the course is taught by a qualified BISD instructor who is approved by the IHE, the teacher will submit a letter grade to the IHE and a numerical grade for the BISD transcript. All dual enrollment/dual credit courses will be set up in the master schedule to receive only the term grade (TG) at the end of the semester. If the dual enrollment/dual credit course is taught by an IHE adjunct, the adjunct will submit a letter grade to BISD; and an approved conversion chart will determine the numerical grade for the BISD transcript.

Letter Grade	IHE Grade	BISD Grade if Taught by an IHE Adjunct	BISD Grade if Taught by a BISD Instructor
A	A	95	90-100
B	B	85	80-89
C	C	75	71-79
D	D	70	70
F	F	60	60-69

If the dual enrollment/dual credit course is a year-long course, the first semester grade will be determined by BISD’s grading policy, and the second semester grade will be determined by the IHE’s grading policy (applies to only English III/Comp I, and dual enrollment/dual credit math courses).

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>

Dual Enrollment Re – Testing/Re – Teaching

Re-teaching and re-testing are not required in any dual enrollment 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).

APPENDICES

Appendix A – Secondary

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 transcripts on which no conversion table exists, grades shall be converted as follows:		
A+	=	100
A	=	96
A-	=	90
B+	=	89
B	=	86
B-	=	80
C+	=	79
C	=	76
C-	=	70
D+	=	69
D	=	66
D-	=	60
F	=	59
P	=	P ; only awarding of 0.5/1.0 credit will occur. No GPA points will be awarded unless it has been clearly designated.

- III. For out-of-district students, the Curriculum, Instruction and Accountability Department will Review course sequences for appropriate course placement.

- IV. Clarification about averaging of out of district failing grades with BISD grades refer to the 2025-2026 High School Course Listing Guide Pg. 39.

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.

Before placing a migrant student in the appropriate setting, a migrant – funded district is required to give “service priority” to migrant Priority for Service (PFS) children, who have made a qualifying move within the previous 1 year period and who are failing or most at risk of failing to meet the state’s content and performance standards [P.L. 103-382*1304(D)]” Students are identified as Priority for Services by the New Generation System (NGS): these are K-2students, who

- Have made a qualifying move within the previous 1 year period; AND
- Are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program components or have been retained, or are overage for their current grade level; OR
- Are in grades 3-12 and identified as ungraded (UG) or out of school (OS) and have failed one or more of the state assessment (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level and have made a qualifying move within the previous 1 year period

Migrant Late Entries

The Brownsville Independent School District has a commitment to ensure an equal educational opportunity for migrant students. Therefore, the students’ regular teachers are strongly requested to cooperate by helping migrant students meet academic requirements. Secondary migrant students, who enter late or withdraw early, are strongly encouraged to enroll in the migrant lab classes, if available. The Texas Education Agency has advised. “Under no circumstances should a migrant student, due to migration, be denied the opportunity to complete coursework credit.”

1. Late Entry for Middle and High School Migrant Students:

A. General guidelines for working with migrant students who enter late:

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1. Migrant students, who enter late with partial grades from another school, should be scheduled into the same or similar classes upon entering BISD. Teachers should be provided with the grades from the sending school for use in calculation of the student's grade for the term.
 2. High School migrant students with partial grades, who enter late, should be provided opportunities to complete the partial work for all classes.
 3. Campuses are to enroll late returning students immediately upon their arrival. **Under no circumstances are students to be told they cannot enroll until the start of the new semester or six weeks grading period.**
 4. Students, who enter late and have not been in school elsewhere, should be scheduled into appropriate required and elective courses for their grade level. These students should be provided opportunities to complete missed work for all classes and placed in migrant lab, if available.
- B. Migrant students entering school in late MAY, are eligible for credit in a subject if they:
1. Successfully complete the major assignments of their regular classes; and/or
 2. Demonstrate mastery (70%) of TEKS by passing equivalent unit examinations for their regular classes; and/or
 3. Complete course requirements with options available through the migrant lab classes.
 4. Enter with partial grades for a course that is not offered in BISD, but in which a student has completed a substantial amount of work. Alternative arrangements for course completion should be explored.
- 2. Credits for High School Migrant Students:**
- 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 complete assignments and/or demonstrates mastery. **The "incomplete" may be carried for six months from the date of next enrollment.**

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- 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 may be recommended for these students to prepare them for the test).

3. Early Exit

- A. Migrant students, who withdraw early and who will be attending another school, should be provided with all the information that will assist the receiving school in making a proper placement.
- B. Migrant students leaving school during a grading period MAY be eligible for credit in a subject if they:
 1. Migrate at the end of the fifth or sixth weeks grading period and have completed major course requirements and taken a final exam. (Each case should be considered on an individual basis.)
 2. Successfully complete the major assessments of their regular classes; and/or
 3. Demonstrate mastery (70%) of TEKS by passing equivalent unit examinations for their regular classes.
 4. Withdraw prior to the end of a semester and have not completed course requirements; they may request alternative placement.

4. Testing Opportunities for Migrant Students:

- A. State assessment testing opportunities are available for students during the summer who withdraw early. Counselors or migrant campus clerks need to contact the Migrant Coordinator or Migrant Counselor to make arrangements before the student withdraws from school for students who migrate in the summer.
- B. Eligible migrant students may take the STAAR test while migrating outside of Texas. The Testing opportunities are available for STAAR EOC assessments and 5th and 8th grade STAAR tests. The number of participating states cooperating in this initiative depends on the willingness of the receiving states to attend appropriate STAAR Administration Trainings. Students, who are interested in testing outside of Texas, need to contact the BISD Migrant Department to make the necessary arrangements. Once contacted, the BISD Migrant Department will contact the Texas Migrant Interstate Program (TMIP) to initiate the process. TMIP coordinates all STAAR testing outside of Texas. Migrant families may also reach TMIP directly at 1-800-292-7006.

Guidelines for Instruction and Assessment of Emergent Bilinguals (EBs)

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

1. The Language Proficiency Assessment Committee determines, on an individualized basis, the need for linguistic instructional accommodations for identified Emergent Bilinguals. The guidelines for linguistic accommodations will be followed. The Emergent Bilingual's Individual Education Plan may include goals and objectives, instructional accommodations, testing designated supports, extended classroom instruction, and web-based instructional supplemental support (LPAC Recommendation/Elevation Monitoring Forms).
2. Accommodations for EBs 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.
- Linguistically adapted texts will be provided as needed.

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- Explicit strategies i.e. Sheltered English Instruction (SEI) will be used to teach content-area vocabulary.
- Students will learn how to evaluate their own work.
- 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.
- Assessment will be increasingly online, to prepare and succeed (HB 3906).
- 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

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Appendix D – High School

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	7.3	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

Chapter 89. Adaptations for Special Populations

Subchapter FF. Commissioner's Rules Concerning Transition Assistance for Highly Mobile Students Who Are Homeless or in Substitute Care

§89.1601. Definitions.

The following words and terms, when used in this subchapter, have the following meaning, unless the context clearly indicates otherwise.

- (1) **Homeless**--This term has the meaning assigned to the term "homeless children and youths" under 42 United States Code (USC), §11434a.
- (2) **Homeless liaison**--A person designated by a school district or an open-enrollment charter school pursuant to the McKinney-Vento Homeless Assistance Act (42 USC, §11432(g)(1)(J)(ii)), to ensure homeless children and youth are identified and enrolled, with a full and equal opportunity to succeed, in schools.
- (3) **Substitute care**--The placement of a child who is in the conservatorship of the Texas Department of Family and Protective Services (DFPS) in care outside the child's home. The term includes foster care, institutional care, pre-adoptive homes, placement with a relative of the child, or commitment to the Texas Juvenile Justice Department under Texas Family Code, §263.001(a)(4).
- (4) **Foster care liaison**--The individual each local educational agency appoints to act as a liaison to facilitate enrollment or transfer of a child who is in conservatorship of the state, pursuant to Texas Education Code, §33.904.
- (5) **Foster care**--Twenty-four-hour substitute care for children placed away from their parents or guardians and for whom DFPS has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes.
- (6) **Educational decision-maker**--A person designated by DFPS or a court to make education decisions on behalf of youth in substitute care.
- (7) **Enrollment conference**--A student-centered meeting for a newly enrolled student to identify academic and extracurricular interests; introduce school processes and opportunities for engagement; develop course and instructional strategies; review credits and assessment information; determine social-emotional support; and communicate confidential information that may impact a student's success, if needed.
- (8) **Records**--Documents in printed or electronic form that include, but are not limited to, student transcripts; individual course grades; academic achievement records; course credits, whether full or partial; individualized education program referrals; intervention data; immunizations; state assessment scores; student attendance data; disciplinary reports; graduation endorsements; special education Section 504 committee records; performance acknowledgements; and personal graduation plans.

Statutory Authority: The provisions of this §89.1601 issued under the Texas Education Code, §25.002(a-1) and §25.007(c).

Source: The provisions of this §89.1601 adopted to be effective March 30, 2020, 45 TexReg 2159.

§89.1603. Transfer of Student Records and Transcripts.

- (a) Each school district and open-enrollment charter school must ensure that copies of student records are made available to schools to which students who are homeless or in substitute care transfer.
- (b) Each school district and open-enrollment charter school is required to transfer student records within 10 working days of receipt of a request from a district or charter school to which a student who is homeless or

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in substitute care enrolls, as required by Texas Education Code (TEC), §25.002(a-1). The discretionary authority under TEC, §31.104(d), to withhold records of a student if the student has not returned or paid for instructional materials or technological equipment does not exempt a district or charter school from the mandatory provision in TEC, §25.002, to send records to another public school in which the student enrolls.

- (c) Proof of enrollment in a different school district or open-enrollment charter school permits retroactive withdrawal to the date a student enrolled in the new school. The date of enrollment in the new district or charter school is considered the date of withdrawal from the previous district or charter school.
- (d) Student records must be requested, sent, and received using the Texas Records Exchange (TReX) system.
- (e) If a school district or an open-enrollment charter school fails to receive the required information within 10 working days, the requesting district or charter school may report the noncompliant district or charter school to the division responsible for TReX Support at the Texas Education Agency.

Statutory Authority: The provisions of this §89.1603 issued under the Texas Education Code, §25.002(a-1) and §25.007(c).

Source: The provisions of this §89.1603 adopted to be effective March 30, 2020, 45 TexReg 2159.

§89.1605. Development of Systems to Ease Transitions and Establish Procedures to Lessen the Adverse Impact of Movement of a Student.

- (a) Each school district and open-enrollment charter school shall develop systems to ease transition of a student who is homeless or in substitute care during the first two weeks of enrollment at a new school. These systems shall include the following:
 - (1) welcome packets containing applicable information regarding enrollment in extracurricular activities, club activities, information on fee waivers, tutoring opportunities, the student code of conduct, and contact information for pertinent school staff such as counselors, nurses, social workers, the foster care liaison, the homeless liaison, the principal and any assistant principals, and related contacts;
 - (2) introductions for new students that maintain student privacy and confidentiality to the school environment and school processes by school district or charter school faculty, campus-based student leaders, or ambassadors; and
 - (3) mechanisms to ensure that a process is in place for all students who qualify to receive nutrition benefits upon enrollment, as all students who are homeless or in substitute care are eligible for United States Department of Agriculture Child Nutrition Programs. The process must expedite communication with the district or charter school nutrition coordinator to ensure that eligible students are not charged in error or experience delays in receiving these benefits.
- (b) A school district or an open-enrollment charter school shall convene an enrollment conference with the student within the first two weeks of enrollment or within the first two weeks after the student is identified as homeless or in substitute care.
 - (1) The convening of the enrollment conference shall not delay or impede the enrollment of the student.
 - (2) The enrollment conference shall address the student's credit recovery, credit completion, attendance plans and trauma-informed interventions, interests and strengths, discipline or behavior concerns, previous successes, college readiness, and social and emotional supports as well as district policies relating to transfers and withdrawals and communication preferences with parents or guardians. The enrollment conference may be comprised of:
 - (A) school administrators;
 - (B) homeless or foster care liaisons;
 - (C) a social worker.

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- (D) teachers;
 - (E) counselors;
 - (F) dropout prevention specialists;
 - (G) attendance/truancy officers;
 - (H) the relative caregiver, foster placement caregiver, or case manager;
 - (I) the Texas Department of Family and Protective Services (DFPS) designated educational decision-maker;
 - (J) the DFPS caseworker, Court Appointed Special Advocates (CASA) volunteer, or other volunteer, as applicable; and
 - (K) a parent and/or guardian, unless the caseworker indicates the parent's and/or guardian's rights to participate have been restricted by the court.
- (c) Pertinent staff members (such as principals, registrars, counselors, designated liaisons, nutrition coordinators, transportation specialists, etc.) should be knowledgeable concerning communication processes, and procedures for facilitating successful school transitions for students who are homeless or in substitute care.
- (d) For each district or charter school, the Texas Records Exchange (TReX), the Personal Identification Database (PID), or the Person Enrollment Tracking (PET) application must be used to expedite coordination and communication between the sending and receiving schools.

Statutory Authority: The provisions of this §89.1605 issued under the Texas Education Code, §25.002(a-1) and §25.007(c).

Source: The provisions of this §89.1605 adopted to be effective March 30, 2020, 45 TexReg 2159.

§89.1607. Award of Credit.

- (a) Each school district and open-enrollment charter school must adopt a local policy to assist with awarding to a student who is homeless or in substitute care credit for a course that was earned prior to the student enrolling in or transferring to the district or charter school, as required by §74.26 of this title (relating to Award of Credit).
- (b) Each school district and open-enrollment charter school must examine how credit is awarded based on satisfactorily meeting all state and local requirements for a course upon enrollment, as required by §74.26 of this title.
- (c) Each school district and open-enrollment charter school must provide opportunities for a student who is homeless or in substitute care who enrolls in the district or charter school after the start of the school year to be administered credit by examination at any point during the school year, as required by §74.24 of this title (relating to Credit by Examination).
- (d) Each school district and open-enrollment charter school must award credit proportionately to a student who is homeless or in substitute care who successfully completes only half of a course, as required by §74.26(e) of this title.
- (e) Each school district and open-enrollment charter school must:
 - (1) develop a credit recovery plan for students who were denied credits outside the district or charter school;
 - (2) create a course transition plan for students who have been denied credit;
 - (3) develop and administer a personal graduation plan for each student in junior high or middle school, as required by Texas Education Code (TEC), §28.0212;

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- (4) ensure that school staff engage with the student, parent, or guardian, as applicable, to develop a credit recovery plan upon enrollment if the student has a credit deficit that would impede on-time promotion or graduation; and
- (5) comply with TEC, §28.025(i), concerning the award of diplomas for students who are homeless or in substitute care who are in Grade 11 or 12.

Statutory Authority: The provisions of this §89.1607 issued under the Texas Education Code, §25.002(a-1) and §25.007(c).

Source: The provisions of this §89.1607 adopted to be effective March 30, 2020, 45 TexReg 2159.

§89.1609. Placement in Educational Programs and Courses.

- (a) When a student who is homeless or in substitute care transfers before or during the school year, the receiving school district or open-enrollment charter school shall initially place the student in educational programs and courses based on the student's prior enrollment in and current educational assessments from the sending school.
 - (1) Educational programs include, but are not limited to, gifted and talented program services, bilingual or special language services for English learners, career and technical education, and early college high school.
 - (2) Course placement includes, but is not limited to, honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathway courses.
- (b) Each school district and open-enrollment charter school must ensure that a student who is homeless or in substitute care has the ability to earn the same endorsement categories, if applicable. If only one endorsement is offered, it must be multidisciplinary studies.
- (c) To the extent possible, each school district and open-enrollment charter school shall ensure the continuation of a student's educational and course programs from the previous district or charter school and promote placement in academically challenging and career preparation courses.

Statutory Authority: The provisions of this §89.1609 issued under the Texas Education Code, §25.002(a-1) and §25.007(c).

Source: The provisions of this §89.1609 adopted to be effective March 30, 2020, 45 TexReg 2159.

§89.1611. Promotion of Access to Educational and Extracurricular Programs for Students Who Are Homeless or in Substitute Care.

Appropriate school district or open-enrollment charter school staff must facilitate the process to complete and submit a University Interscholastic League (UIL) waiver of residence application form for a student who is homeless or in substitute care and plans to participate in varsity athletics or other UIL-sponsored activities.

- (1) Districts and charter schools must comply with Texas Education Code, §25.001(f), and a durational residence requirement may not prohibit a student in substitute care from fully participating in any activity sponsored by the school district.
- (2) Students in foster care remaining in their school of origin but residing outside of the school district of attendance shall be afforded a waiver, as allowed under UIL Constitution and Contest Rules Section 442: Residence in School District and Attendance Zone.

Statutory Authority: The provisions of this §89.1611 issued under the Texas Education Code, §25.002(a-1) and §25.007(c).

Source: The provisions of this §89.1611 adopted to be effective March 30, 2020, 45 TexReg 2159.

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§89.1613. Promotion of Postsecondary Information.

- (a) School district and open-enrollment charter school counselors or other designated staff shall work with district homeless and foster care liaisons to ensure that all students who are identified as homeless or in substitute care graduate with endorsements, if applicable, and have postsecondary plans identified in their personal graduation plans, to the extent required by Texas Education Code (TEC), §28.02121.
- (b) School district and open-enrollment charter school counselors or other designated staff must inform unaccompanied homeless youths of their rights and status as independent students for the purpose of applying for financial aid for higher education and provide verification of such status for the Free Application for Federal Student Aid (FAFSA), pursuant to 42 United States Code, §11432(g)(6)(A)(x).
- (c) Each school district and open-enrollment charter school shall ensure that a student in substitute care who is enrolled in Grade 11 or 12 in that district or charter school is provided information regarding tuition and fee exemptions under TEC, §54.366, for dual-credit or other courses provided by a public institution of higher education for which a high school student may earn joint high school and college credit.

Statutory Authority: The provisions of this §89.1613 issued under the Texas Education Code, §25.002(a-1) and §25.007(c).

Source: The provisions of this §89.1613 adopted to be effective March 30, 2020, 45 TexReg 2159.

§89.1615. Provision of Special Education Services.

- (a) When a student who is homeless or in substitute care transfers into a school district or an open-enrollment charter school after being referred by a previous district or charter school for a special education evaluation, the receiving district or charter school must accept the referral and ensure that any written report of a full individual and initial evaluation must be completed in accordance with the timelines established in §89.1011 of this title (relating to Full Individual and Initial Evaluation).
- (b) When a student who is already eligible for special education and is homeless or in substitute care transfers into a school district or an open-enrollment charter school during the school year, the receiving district or charter school must ensure that it meets the student transfer requirements of §89.105(k) of this title (relating to The Admission, Review, and Dismissal Committee).

Statutory Authority: The provisions of this §89.1615 issued under the Texas Education Code, §25.002(a-1) and §25.007(c).

Source: The provisions of this §89.1615 adopted to be effective March 30, 2020, 45 TexReg 2159.

§89.1617. Notice to Student's Educational Decision-Maker and Caseworker.

Each school district and open-enrollment charter school must comply with Texas Education Code (TEC), §25.007(b)(10), and provide notice in writing to the educational decision-maker and caseworker of a student who is homeless or in substitute care regarding events that may significantly impact the education of the student.

Statutory Authority: The provisions of this §89.1617 issued under the Texas Education Code, §25.002(a-1) and §25.007(c).

Source: The provisions of this §89.1617 adopted to be effective March 30, 2020, 45 TexReg 2159.



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AN EARLY COLLEGE DISTRICT
BROWNSVILLE
INDEPENDENT SCHOOL DISTRICT



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Executive Director Elementary Education

DEPARTMENT OF CURRICULUM, INSTRUCTION & ACCOUNTABILITY

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2026-2027 Middle School Course Listing Guide Revision

5	Update Student Placement
21	Update 7th Grade Advance Mathematics Pre-Algebra Honors Enrollment Criteria
31	Update 7th Grade Advance Mathematics Pre-Algebra Honors Enrollment Criteria
46	Update Local Credit

MIDDLE SCHOOL



2026-2027
COURSE LISTING GUIDE



Brownsville Independent School District

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Quick Reference Middle School
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All Instances	Update School Year, Page Numbers, Dates & Grammatical
18	Update 2026-2027 Course Requirements
19	New Note on High School Courses Taken in Middle School
21	Update Secondary Math Course Sequence Chart
22	Update Secondary Science Course Sequence Chart
23	Update STEM Pathway
30	New Advanced Math Course Numbers
32	New Advanced Science Course Numbers
43	Update Art Prerequisites
44	Update CTE Course Numbers

2026-2027 Amendment

5	Update Student Placement
21	Update 7 th Grade Advance Mathematics Pre-Algebra Honors Enrollment Criteria
31	Update 7 th Grade Advance Mathematics Pre-Algebra Honors Enrollment Criteria
46	Update Local Credit

GENERAL INFORMATION

The information herein is to serve as a guide in developing student schedules, master schedules, and other procedures related to the credit system. The Texas Education Agency publication, STATE BOARD OF EDUCATION, RULES FOR CURRICULUM, is the basic manual, which has been used in formulating the credit system for the Brownsville Middle Schools. This guide contains the following information:

1. Course prerequisites and general information
2. Courses approved for Brownsville Secondary Schools. Grades 6, 7, and 8

In the core subjects of Reading, English, Math, Science, and Social Studies, the Brownsville Independent School District is committed to meeting students' needs according to graduation plans and programs of study. To provide more students greater access to advance courses, which are prerequisites at the college level, the district is including more advanced courses in the Course Listing Guide. Projected enrollment, staffing patterns, and budgetary constraints will continue to determine whether or not courses are available during certain semesters and/or years. Student and parents need to consult with school administration and counselors when selecting electives. BISD will continue to aggressively research avenues, such as advanced placement, correspondence and online courses, etc. to meet students' academic needs.

Beginning in the 2014-2015 academic year, a school district must ensure each student upon entering ninth grade indicates in writing an endorsement which the student intends to earn. The five endorsements include STEM, Business & Industry, Public Services, Arts & Humanities, and Multidisciplinary Studies.

STUDENT PLACEMENT

Placement of in/out of district/state/country students

- I. **Students seeking enrollment within the same academic school year:**
 - a. Placement will be determined based on the grade level students were enrolled at the prior school district or entity.
- II. **Students seeking enrollment without any schooling or limited schooling (One year or more without schooling):**
 - a. placement will be determined by age as of *September 1*.

- 1. Elementary School**10** years old or less
 - 1st grade - 6 years old
 - 2nd grade - 7 years old
 - 3rd grade - 8 years old
 - 4th grade - 9 years old
 - 5th grade - 10 years old
- 2. Middle School**11-13** years old
 - 6th grade – 11 years old
 - 7th grade – 12 years old
 - 8th grade – 13 years old

b. High School **14** years and over

III. For students who are out of cohort, contact the Curriculum, Instruction, and Accountability department for Overage Student Procedures.

SPECIAL PROGRAMS

At-Risk students shall receive appropriate compensatory, intensive, or accelerated instructional services at the campus, which will enable the students to perform at grade level at the conclusion of the next regular school term. This may include supplemental foundation enrichment courses, tutorials, district-wide summer programs, and other scientifically research-based interventions. Middle School campuses are to document accelerated instruction and/or interventions in the student's Grade Advancement Folder or in the Personal Graduation Plan (PGP).

EMERGENT BILINGUALS (EB's)

LEP IMMIGRANT DEFINITION:

The term immigrant has three definitions approved by the Texas Education Agency. Each definition serves a unique purpose.

G-Immigrant Subgrant and Serving Immigrant Students

"Immigrant child or youth," which is defined in Section 3201(5) of the ESSA, refers to individuals who:

- (A) are age 3 through 21;
- (B) were not born in any State; and
- (C) have not been attending one or more schools in any or one or more States for more than 3 full academic years.

Note that "State" is defined in section 3201(13) of the ESSA to include the 50 States, the District of Columbia, and Puerto Rico. Therefore, students born in Puerto Rico may not be included as "Immigrant" students under Title III.

English as Second Language (ESL) Program

§89.1201 Policy

- (b) The goal of bilingual education programs shall be to enable English learners to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.
- (c) The goal of ESL programs shall be to enable English learners to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.
- (d) Bilingual education and ESL programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the specific language needs of English learners. The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills and the English language proficiency standards required by the state.

****ESL Program – 6th, 7th & 8th Grades**

ESL I, II, & English/Reading SL must be taught by ESL certified teachers. Content courses should address the ELPS and be taught through Sheltered English Instruction (SEI) methodology.

Grade Level	*** ESL Category	*Course(s) Assignment	
6-7-8	Beginner	ESL I (1 period) ELAR SL (1 Period) *Enrichment Course/ALI (1 period) *Optional	Content subjects using Sheltered English Instruction (SEI) Methodology (required)
	Intermediate	ESL II (1 period) ELAR SL (1 Period) *Enrichment Course/ALI (1 period) *Optional	
	Advanced	ELAR SL (1 Period) *Enrichment Course/ALI (1 period) *Optional	

+ All Beginner/Intermediate ELs that receive a beginner rating on TELPAS Reading are eligible for ESL II upon LPAC recommendation. ESL I and ESL II **cannot be combined** into one course and must follow the TEKS for English Language Arts and ELPS.

All EB students must be served by an ESL certified teacher in ESL I, ESL II, English SL and Reading SL. Also, note that all core teachers must be trained in Sheltered English Instruction (SEI). It is highly recommended that Math, Science and Social Studies teachers working with EBs are ESL certified too. Student Category shall be determined by LPAC end of year recommendation. TELPAS and STAAR results along with other data will be utilized for this determination. Recommendation: Emergent Bilinguals entering into the school district from another country should be selected to participate in the STEM Program if the following is in place: EB student completed Matemáticas 1 or 2 with a score of 9, Ciencias II (Física) with a score of 9, and meets the STEM Criteria. Please refer to the student's transcript for qualifications. EBs rated Advanced or Advanced High TELPAS Reading may be placed in Honors classes i.e. Spanish AP. EB students should be considered for participation for HS credit opportunities offered in MS.

STAAR with Content & Language Supports is administered as an online testing program in grades 3-8 and EOC for students who qualify for it.

<p>STAAR (State of Texas Assessment of Academic Readiness)</p> <p>Rigorous assessment program with test design focusing on readiness for success in subsequent grades or courses, and ultimately for college and career.</p> <p>The STAAR program, implemented in Spring 2012, includes annual assessments for mathematics grades 3-8, RLA grades 3-8, science grades 5 and 8, social studies grade 8, and EOC assessment for Algebra I, English I, English II, Biology, and U.S. History.</p>	<p>Oral Language Proficiency Test (OLPT) Content and Language Support is available.</p> <p>This test may be used in conjunction with other assessment to provide a complete assessment of listening, speaking, reading, and writing skills.</p> <p>TELPAS (Texas English Language Proficiency Assessment System) is designed to measure annual growth in the English listening, speaking, reading, and writing proficiency of second language learners, and will be adjusted as needed to ensure a strong link between academic language proficiency as defined by STAAR.</p>
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Advanced Academic Opportunities

CREDIT BY EXAMINATION FOR ACCELERATION WITHOUT PRIOR INSTRUCTION

The Brownsville Independent School District allows BISD students in secondary academic courses to earn credit for a course on a basis of credit by examination for acceleration. A school district must annually provide at least four testing opportunities as follows: • one window to test between January 1 and March 31; • one window to test between April 1 and June 30; • one window to test between July 1 and September 30; and • one window to test between October 1 and December 31. BISD does not charge for the exams for acceleration. The district administers examinations developed by Texas Tech University.

Testing and awarding of credit guidelines follow the State Board of Education Rules as stated in the Texas Education Code, Code § 28.023.

BISD students interested in Credit by Examination for Acceleration with no prior instruction should contact the BISD Assessment/Research/Evaluation Department.

DISTANCE LEARNING

Prior to enrolling a BISD student in any type of distance learning/correspondence course where a student can either take courses to meet grade level promotion criteria or receive graduation credits, a parent/guardian must notify the school principal or his/her designee of their intent. Since a student cannot be enrolled in two school districts simultaneously, it is the student's best interest for the school district to verify the appropriateness of the institution's program prior to the student beginning the coursework. Failure to notify the school district in advance could affect the awarding credit.

HIGH SCHOOL COURSE CREDIT AT MIDDLE SCHOOL LEVEL

For students who enter high school in the 2020-2021 school year and THEREAFTER, all high school core area courses (as per chapter 74, DE, AP, and PLTW) taken in middle school will appear on the high school transcript and will be figured into the students' high school grade point average (GPA). Students enrolled in high school credit courses in middle school must complete and meet demonstrated proficiency (70% or higher) in each semester to receive full or partial high school credit. Students will be required to take the respective End of Course exam (EOC). If the grade average of the two half units is 70 (69.5) or above, the student will receive 1 full credit. If the average of the two half units is below 70 (69.5), the student will receive credit (.5) only for the half unit that he/she passed. If the half unit grade is below 70 (69.5), the unit must be

repeated for credit. For additional information, refer to page 36 of the 2025-2026 High School Course Listing Guide.

Grade Weight Systems	
Students Entering Grade 9 in and after the 2019-2020 school year.	
LEVEL I	To include ELA core, Math core, Science core, and Social Studies core courses as outlined in TEA Chapter 74 subchapter B that are not designated as AP, Honors, Dual Enrollment, and PLW.
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 ELA core, Math core, Science core, and Social Studies core courses as outlined in TEA Chapter 74 subchapter B that are designated as Honors.
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 Enrollment, 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. Applies to Middle School, 9th, 10th, and 11th Grades
100 90-99 80-89 70-79 Below 70	7.0 6.0-6.9 5.0-5.9 4.0-4.9 0

§74.26. (b) AWARD OF CREDIT

For students who are able to successfully complete the second or higher level LOTE course, districts may also award credit for the lower level course(s) by verifying that the student has demonstrated that the requirements of both level courses have been successfully met. This is possible only in LOTE courses because the levels are based on

increasing proficiency and the knowledge and skills of the lower level course(s) are subsumed within each upper level course.

Honors Program

The Brownsville ISD Honors Program offers preparatory classes for students interested in taking Advanced Placement courses in high school. The Advanced Placement Program offers college level courses that teach skills and concepts that prepare students for AP exams in high school. Students enrolled in the Honors course sequence are expected to enroll in AP or Dual Enrollment courses during their high school years of study. Students must meet the following criteria in order to be placed in the BISD Honors Program:

- Have at least an 85 average from the most recent grade in the specific academic discipline
- Have passed all required state assessments at the required level

All Honors students must complete an **Honors and Advanced Placement Application** for initial entry into the Honors program. Once enrolled, every student must have the **Program Expectations and Course Agreement** form in place per course. The agreement will be distributed and maintained by the teacher of record. These forms are annual and must be in place for each Honors course a student takes.

A **Placement Review** must be initiated for students who do not meet the program expectations listed in the course agreement for one or more grade reporting periods. The review committee will include the Principal, grade level Counselor, and campus subject Teacher.

NOTE: Alternate route to Honors and Advanced Placement admission: Letter of recommendation by the Campus Administrator.

Gifted/Talented Program:

Students active in the Brownsville ISD Gifted/Talented Program are required to complete an independent project under the Texas Performance Standards Project. It is recommended that the student and teacher work on the topic titled "Pursuit of Passion". However, 27 other topics are available, and any one may be chosen for the project. Expectations and project procedures can be found on the TEA Gifted and Talented website at the following link: <https://www.texaspsp.org>

Note: Gifted and Talented students are serviced through Honors courses.

PERSONAL GRADUATION PLANS (PGP)

Personal Graduation Plan (PGP) for Middle/Junior High School Students

Texas Education Code (TEC), §28.0212, requires the development and administration of a personal graduation plan (PGP) for each student enrolled in a school district's junior high or middle school who:

(1) does not perform satisfactorily on the State of Texas Assessments of Academic Readiness (STAAR) in any subject area administered at the middle/junior high level; or

(2) is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine, as determined by the school district.

In accordance with the statutory requirement for the agency to establish minimum standards for the middle/junior high personal graduation plan, the minimum standards are described below.

- If a student requires the development of a PGP due to not performing satisfactorily on STAAR, the minimum standard to comply with the PGP requirement would be compliance with the accelerated instruction requirements under TEC, §28.0211. Therefore, the documents and processes used to comply with accelerated instruction requirements would also serve as the required PGP in this instance.
- If a student requires the development of a PGP based on the determination that the student is not likely to receive his or her high school diploma before the fifth school year following the student's enrollment in grade nine, the minimum standard to comply with the PGP requirement would involve documentation that the principal or other school administrator discussed the following with the student and student's parent or guardian:
 - o Identification of educational goals and the parent's educational expectations for the student; and
 - o Any monitoring, intervention, or evaluation strategies, and any innovative methods that could help promote the student's advancement. Innovative methods could include strategic course selection, summer learning opportunities, targeted tutoring, and other instruction and methods to accelerate the student's learning. (See TEC, §28.0212(b), for PGP requirements.)

- If the student receives special education services, the minimum standard to comply with the PGP requirement would be a current and legally compliant individualized education program (IEP)

Intensive Program of Instruction (IPI)

TEC, §28.0213, requires a school district or open-enrollment charter school to offer an IPI to a student who:

(1) does not perform satisfactorily on the State of Texas Assessments of Academic Readiness (STAAR) or STAAR end-of-course (EOC) assessments in any subject area; or

(2) is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine, as determined by the school district or charter school.

The IPI must be designed to enable, to the extent practicable, the student to perform at the student's grade level at the conclusion of the next regular school term or attain a standard of annual growth specified by the district or charter school. If applicable, the IPI would also carry out the purposes of accelerated instruction required under TEC, §28.0211.

Whereas the statutory requirements for accelerated instruction in TEC, §28.0211, in recent years have become more intentionally focused and intensive, this section in which the IPI is addressed has not been modified. Because of this, the agency has received questions about how local educational agencies (LEAs) should implement the IPI requirements.

The agency's guidance is as follows:

- If a student requires the development of an IPI due to not performing satisfactorily on STAAR or a STAAR EOC, the expectation to comply with the IPI requirement would be compliance with the accelerated instruction requirements under TEC, §28.0211. Therefore, the documents and processes used to comply with accelerated instruction requirements would also serve as the required IPI in this instance.
- If a student requires the development of an IPI based on the determination that the student is not likely to receive his or her high school diploma before the fifth school year following the student's enrollment in grade nine, the expectation to comply with the IPI requirement would be:

- o Compliance with the PGP requirements as referenced above, if the student is enrolled in middle/junior high school;
- o If the student is enrolled in high school, documentation that the principal or other school administrator discussed the following with the student and student’s parent or guardian:
 - Identification of educational goals related to the annual academic growth expected of the student; and
 - Any monitoring, intervention, or evaluation strategies, and any innovative methods that could help the student to perform at grade level at the conclusion of the next school term. Innovative methods could include strategic course selection, summer learning opportunities, targeted tutoring, and other instruction and methods to accelerate the student’s learning.

TEC, §28.02313(e), requires that an admission, review, and dismissal (ARD) committee design an IPI for a student receiving special education services to enable the student to attain a standard of annual growth based on the student’s individualized education program (IEP) and, if applicable, carry out the purposes of accelerated instruction under TEC, §28.0211. The agency’s guidance for this is as follows:

- If a student requires the development of an IPI due to not performing satisfactorily on STAAR or a STAAR EOC, the expectation to comply with the IPI requirement would be compliance with the accelerated instruction requirements under TEC, §28.0211. Therefore, the documents and processes used to comply with accelerated instruction requirements would also serve as the required IPI in this instance. The ARD Committee will address participation and progress of the student in accelerated instruction as required by TEC, §28.0211, but is not expected to act specifically to address the IPI.
- If a student receiving special education services requires the development of an IPI based on the determination that the student is not likely to receive his or her high school diploma before the fifth school year following the student’s enrollment in grade nine, the expectation to comply is a legally compliant IEP, as the IEP will already address expectations for academic growth of the student.
- If an IPI is required for a student who was administered the STAAR-Alt 2 assessment under TEC, §39.023(b), the expectation of IPI compliance for either reason (not performing satisfactorily on STAAR or a determination that the student is not likely to receive his or her diploma before the fifth school year following the student’s enrollment in grade 9) is for a student to have a legally compliant IEP, as the IEP will already address

expectations for academic growth of the student and the accelerated instruction requirements in TEC, §28.0211, would not apply.



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**COURSE REQUIREMENTS &
SEQUENCE CHARTS**



2026-2027 Course Requirements for Students Grade 6, 7 & 8

Course Requirements for Grade 6	Semester	Promotion/Retention Requirements
ELAR/ELAR SL/*ESL I/ESL II	2	Pass each core area course with a 70% Final Average
Mathematics	2	
Social Studies	2	
Science	2	
Physical Education/Health or Pre- Athletics/Health	2	Pass electives with a 70% overall yearly average (composite)
Fine Arts	2	
Elective	2	
Elective	2	
For a complete list of electives, please refer to pages 36-44		
Course Requirements for Grade 7	Semester	Promotion/Retention Requirements
ELAR/ELAR SL/*ESL I/ESL II	2	Pass each core area course with a 70% Final Average
Mathematics	2	
Social Studies	2	
Science	2	
Physical Education/Health or Pre- Athletics/Health	2	Pass electives with a 70% overall yearly average (composite)
Fine Arts	2	
Elective	2	
Elective	2	
For a complete list of electives, please refer to pages 36-44		
Course Requirements for Grade 8	Semester	Promotion/Retention Requirements
ELAR/ELAR SL/*ESL I/ESL II/^English I	2	Pass each core area course with a 70% Final Average
Mathematics/^Algebra I	2	
Social Studies	2	
Science/^Biology	2	
Physical Education or Athletics	2	Pass electives with a 70% Overall yearly average (composite)
^Health	1	
Career & College Explorations	1	
Elective	2	
For a complete list of electives, please refer to pages 36-44		

*ESL I is only required for students identified as Beginners. NOTE: ESL II as recommended by LPAC. All EB students must be enrolled in SL courses.

Required Middle School Electives	Semester
College and Career Readiness	1
Fine Arts	2
Health	3
Physical Education	4

Courses for High School Credit

Course	Semester	Grade	Prerequisites
^English I Honors (Level II)	2	8	Meet Enrollment Criteria
^Algebra I Honors (Level II)	2	8	Successful completion of 8 th Grade Math or its equivalent
^Biology Honors (Level II)	2	8	Meet Enrollment Criteria
^World Geography (Level II)	2	8	US History 1877
^Health I (Unweighted)	1	8	3 Semesters of MS Health
^Robotics (Unweighted)	2	7	None
^Principles of Applied Engineering & Tech. (Level III)	2	8	Meet Program Criteria
^Professional Communications (Unweighted)	1	8	None
^Lifetime Fitness and Wellness Pursuits (Unweighted)	2	8	4 Semesters of MS Physical Education
^Principles of Education (Unweighted)	2	8	None
^Spanish I (Unweighted)	2	6-7	None
^Spanish II (Unweighted)	2	7-8	None
^Art I (Unweighted)	2	8	None

^Courses for High School Credit

For clarification on Enrollment Criteria please refer to pages 29, 31, 33 & 35

Middle school students who fail a high school–level course taken during middle school will have the following options to address the failed credit:

- Attend summer school to recover the credit, or
- Retake the course during 9th grade.

Students will not be retained in middle school solely due to failing a high school course taken while enrolled in middle school.

SECONDARY LANGUAGE ARTS COURSE SEQUENCE

Grade Level	All Students	Honors & GT/English I
6th	ESL I 6 & ELAR 6 SL ESL II 6 & ELAR 6 SL ELAR 6 ELAR 6 SL	ELAR 6 Honors
7th	ESL I 7 & ELAR 7 SL ESL II 7 & ELAR 7 SL ELAR 7 ELAR 7 SL	ELAR 7 Honors
8th	ESL I 8 & ELAR 8 SL ESL II 8 & ELAR 8 SL ELAR 8 ELAR 8 SL	<p style="color: red; margin: 0;">ELAR 8 Honors</p> <p style="margin: 0;"><u>Or</u> English I</p> <p style="color: red; margin: 0;">(Acct/Grad)*</p>

Note: The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. 110.22. English Language Arts and Reading, Adopted 2017. ELAR Teachers are expected to work collaboratively/co-teaching in the effective implementation of the 2017 ELAR TEKS.

SL Students can be scheduled in ELAR Honors as per LPAC Recommendation.

SECONDARY MATH COURSE SEQUENCE

Grade Level	Traditional	Advanced Mathematics Honors/GT (Ranking Criteria) *
6 th	Math 6	Advanced Math 6 Honors
7 th	Math 7	Advanced Math Pre-Algebra Honors
8 th	Pre-Algebra	Algebra I Honors

6th Grade Advance Mathematics Enrollment Criteria:

Option 1: Students must have achieved “Masters” on the respective 5th grade State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment.

Or

Option 2: Student must perform in the top 40 percent on a local assessment and have teacher recommendation.

Or

Option 3: Student must perform in the top 40 percent (60th percentile) on the 5th grade State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment to **automatically enroll** as per Senate Bill (SB) 2124.

7th Grade Advance Mathematics Pre-Algebra Honors Enrollment Criteria:

Option 1: Student must successfully complete Advanced Math 6.

Or

Option 2: Students must have achieved “Masters” on the respective 6th grade State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment.

Or

Option 3: Students must have achieved at least “Approaches” on the respective 6th grade State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment and must successfully complete Math 6, with teacher recommendation.

8th Grade Algebra I Honors:

Students must complete and meet proficiency (70% or higher) in any Pre-Algebra section as a Math 8 Credit as per state mandated prerequisites.

*Senate Bill (SB) 2124- a school district or open-enrollment charter school must automatically enroll in an advanced mathematics course each sixth-grade student who performed in the top 40 percent on the fifth grade State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment, or a local measure that includes either the student’s fifth grade class ranking or demonstrated proficiency in the student’s fifth grade mathematics coursework.

SECONDARY SCIENCE COURSE SEQUENCE

Grade Level	All Students Course Sequence	GT/Honors Course Sequence	Biology Course Sequence
6 th	Science 6	Science 6 Honors	Advanced Science Honors 6
7 th	Science 7	Science 7 Honors	Advanced Science Honors 7
8 th	Science 8	Science 8 Honors	Biology Honors

Note: Students in the Advanced Science 6 course must maintain an 85% average to be promoted to the Advanced Science 7 course.

SECONDARY SOCIAL STUDIES COURSE SEQUENCE

Grade Level	All Students Course Sequence	GT/Honors Course Sequence	World Geography Course Sequence
6 th	World Cultures and Societies	World Cultures and Societies Honors	World Cultures and Societies Honors
7 th	Texas History	Texas History Honors	U.S. History to 1877/Texas History Honors
8 th	U.S. History to 1877	U.S. History to 1877 Honors	World Geography Honors

SCIENCE TECHNOLOGY ENGINEERING MATH(STEM)-MS Recommended Pathway for STAMP/SPACE

Grade Level	Career Technology Education	Science	Math
6th	Technology application STEM (1 semester) and Coding STEM (1 semester)	Advanced Science Honors 6	Advanced Math Honors 6
7th	^Robotics I STEM (yearlong)	Advanced Science Honors 7	Advanced Math Pre-Algebra Honors
8th	^Principles of Applied Engineering STEM (yearlong), and Career & College Explorations (1 semester)	Biology Honors	^Algebra I Honors

For consideration for enrollment in certain CTE pathways and certifications, completion of **Algebra I** in middle school is required. Please refer to the High School Course Listing Guide for additional information on high school CTE pathways.

SECONDARY SPANISH COURSE SEQUENCE

Course Sequence for Spanish in Middle School	
Sequence I	Sequence II
6 th Grade Spanish I	7 th Grade Spanish I
7 th Grade Spanish II	8 th Grade Spanish II
9 th Grade AP Spanish Language	9 th Grade AP Spanish Language
10 th Grade AP Spanish literature	10 th Grade AP Spanish literature
11 th Grade	11 th Grade
12 th Grade	12 th Grade

PHYSICAL EDUCATION COURSE SEQUENCE

To promote an optimum level of participation in athletics and vertical teaming opportunities for the feeder high school programs, six semesters are highly recommended for students interested in an athletic program.

PHYSICAL EDUCATION RECOMMENDED COURSE SEQUENCE		
Grade Level	Physical Education*Courses	Athletic Courses
6 th	Physical Education Boys / Girls Individual / Team Sports Physical Education 6 Adaptive Physical Education 6	PE: Pre-Athletics (Boys) 6 Or PE: Intro to Pre-Athletics (Girls) 6 (May be counted as elective)
7 th	Physical Education Boys / Girls Individual / Team Sports / Health 7 Adaptive Physical Education 7	PE/Athletics (Boys) 7 Or PE/Athletics (Girls) 7 (May be counted as 2 semesters of PE)
8 th	Physical Education Boys / Girls Individual / Team Sports Adaptive Physical Education 8	PE/Athletics (Boys) 8 Or PE/Athletics (Girls) 8 (May be counted as 2 semesters of PE)

*Dance and Ballroom may count towards Physical Education Credit

Additional Courses:

7 th Grade	8 th Grade
Weights and Conditioning	Weights and Conditioning
Aerobics and Conditioning	Aerobics and Conditioning
Football/Soccer	Football/Soccer
Basketball/Track	Basketball/Track
Volleyball/Basketball	Volleyball/Basketball
Soccer/Softball	Soccer/Softball
Softball	Softball
Tennis	Tennis
Baseball	Baseball
	Swimming

SECONDARY FINE ARTS COURSE SEQUENCES

Grade Level	6th	7th	8th
Instrumental Music	Band 6	Beginners Band 7-8; or Concert Band 7-8; or Symphonic Band 7-8; or Instrumental Ensemble 7 (Woodwinds); or Instrumental Ensemble 7 (Bass); or Instrumental Ensemble 7 (Percussion);	Beginners Band 7-8; or Concert Band 7-8; or Symphonic Band 7-8; or Instrumental Ensemble 8 (Woodwinds); or Instrumental Ensemble 8 (Bass); or Instrumental Ensemble 8 (Percussion);
Choral Music	Beginner Choir 6	Choir Treble (Girls)7-8; or Choir Tenor-Bass (Boys) 7-8; or Choir Adv. Treble 7-8; or Choral Music 7-8; or Choir Adv. Vocal Ensemble 7-8	Choir Treble (Girls)7-8; or Choir Tenor-Bass (Boys) 7-8; or Choir Adv. Treble 7-8; or Choral Music 7-8; or Choir Adv. Vocal Ensemble 7-8
Dance	FA: Dance 6; or FA: Advanced Dance (dance team) 6-8; or FA: Newcomer Ballroom Dance 6-8; or FA: Intermediate Ballroom Dance 6-8; or	FA: Dance 7; or FA: Advanced Dance (dance team) 6-8; or FA: Newcomer Ballroom Dance 6-8; or FA: Intermediate Ballroom Dance 6-8; or FA: Advanced Ballroom Dance 6-8	FA: Dance 8; or FA: Advanced Dance (dance team) 6-8; or FA: Newcomer Ballroom Dance 6-8; or FA: Intermediate Ballroom Dance 6-8; or FA: Advanced Ballroom Dance 6-8
Theatre	Theatre I	Theatre I or Theatre II	Theatre I, Theatre II, or Theatre III
Art	Art I	Art I or Art II	Art I, Art II or Art III



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COURSE LISTINGS



ENGLISH LANGUAGE ARTS AND READING

Courses shaded in green require the approval of the ARD Committee

Modifies (Resource) – A modified curriculum in a separate classroom for Special Education Students only.

Modified (DE) (Resource) – A modified curriculum in a separate classroom specifically designed for students with auditory impairments.

Alternate – An alternate curriculum for students with significant cognitive disabilities that requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.

Course #	Course Description	Prerequisite
Three years (6 semesters) are required for all middle school students.		
6th Grade		
510301(2)	ESL I 6	LPAC Written Approval, taken with ELAR 6 SL
510311(2)	ESL II 6	LPAC Written Approval, taken with ELAR 6 SL
610331(2)	ELAR 6	NONE
610321(2)	ELAR 6 SL	EB Students may take it concurrently with an Enrichment/ALI course
610351(2)	ELAR 6 Honors	Meet Honors Criteria
910071(2)	ALI 6 English	For HB1416 Requirements
M11301(2)	ELAR 6 Modified	ARDC approval
D10951(2)	ELAR 6 Modified (DE)	ARDC approval
A10951(2)	ELAR 6 Alternate	ARDC approval
S60211(2)	ELAR 6 Alternate (SFL)	ARDC approval
7th Grade		
520351(2)	ESL I 7	LPAC Written Approval, taken with ELAR 7 SL
520361(2)	ESL II 7	LPAC Written Approval, taken with ELAR 7 SL
610401(2)	ELAR 7	English 6
620371(2)	ELAR 7 SL	EB Students may take it concurrently with an Enrichment/ALI course
610411(2)	ELAR 7 Honors	ELAR 6 & Meet Honors Criteria
920081(2)	ALI 7 English	For HB1416 Requirements
M21701(2)	ELAR 7 Modified	ARDC approval
D21001(2)	ELAR 7 Modified (DE)	ARDC approval
A61211(2)	ELAR 7 Alternate	ARDC approval
S71211(2)	ELAR 7 Alternate (SFL)	ARDC approval
8th Grade		
530431(2)	ESL I 8	LPAC Written Approval, taken with ELAR 8 SL
530441(2)	ESL II 8	LPAC Written Approval, taken with ELAR 8 SL
610481(2)	ELAR 8	English 7
630451(2)	ELAR 8 SL	EB Students may take it concurrently with an Enrichment/ALI course

Course #	Course Description	Prerequisite
610491(2)	ELAR 8 Honors	ELAR 7 & Meet Honors Criteria
930091()	ALI 8 English	For HB1416 Requirements
M32151(2)	ELAR 8 Modified	ARDC approval
D31051(2)	ELAR 8 Modified (DE)	ARDC approval
A61221(2)	ELAR 8 Alternate	ARDC approval
S81211(2)	ELAR 8 Alternate (SFL)	ARDC approval
510701(2)	Reading Lab 6	ARDC approval
520731(2)	Reading Lab 7	ARDC approval
530801(2)	Reading Lab 8	ARDC approval
8th Grade English I		
Course #	Course Description	Prerequisite
530521(2)	^English I Honors	Refer to Enrollment Criteria & Meet Honors Criteria

^Courses for High School Credit

English I

Enrollment Criteria:

Students must have at least an overall of 85% as a final grade in 7th grade ELAR Course AND scored “Masters” on the standardized state assessment for 7th Grade RLA.

NOTE: In the event that STAAR Scores are not available, an alternative district assessment will be administered prior the beginning of the school year and meet proficiency of 70% or higher.

Students enrolled in English I Must:

- Adhere to High School Grading Procedures, including but not limited to, six weeks tests, semester exams, and EOC requirements.
- Complete and meet proficiency (70% or higher) in each semester to receive partial or full high school credit. Students not meeting proficiency (69% or lower) in English I, must enroll in an English I course in the summer at one of the high school sites or repeat the course in Grade 9.

NOTE: Out of district transfer students seeking enrollment in English I in grade 8 will be determined collaboratively through campus administration and the Curriculum & Instruction Department.

MATHEMATICS

Courses shaded in green require the approval of the ARD Committee

Modifies (Resource) – A modified curriculum in a separate classroom for Special Education Students only.

Modified (DE) (Resource) – A modified curriculum in a separate classroom specifically designed for students with auditory impairments.

Alternate – An alternate curriculum for students with significant cognitive disabilities that requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.

Course #	Course Description	Prerequisite
Three years (6 semesters) are required for all middle school students.		
6th Grade		
512661(2)	Math 6	None
512691(2)	Advanced Math 6 Honors	Meet Honors Criteria
919101(2)	ALI 6 Math	For HB1416 Requirements
811321(2)	Math 6 Modified	ARDC approval
810971(2)	Math 6 Modified (DE)	ARDC approval
861301(2)	Math 6 Alternate	ARDC approval
860311(2)	Math 6 Alternate (SFL)	ARDC approval
7th Grade		
522701(2)	Math 7	Math 6
920071(2)	ALI 7 Math	For HB1416 Requirements
532661(2)	Advanced Math Pre-Algebra Honors	Refer to Enrollment Criteria & Meet
821721(2)	Math 7 Modified	ARDC approval
821021(2)	Math 7 Modified (DE)	ARDC approval
861311(2)	Math 7 Alternate	ARDC approval
871311(2)	Math 7 Alternate (SFL)	ARDC approval
8th Grade		
532791(2)	Pre-Algebra/Math 8	Math 7
532761(2)	^Algebra I Honors	Refer to page 31
930011(2)	ALI 8 Math	For HB1416 Requirements
832171(2)	Math 8 Modified	ARDC approval
831071(2)	Math 8 Modified (DE)	ARDC approval
861321(2)	Math 8 Alternate	ARDC approval
881311(2)	Math 8 Alternate (SFL)	ARDC approval

^Courses for High School Credit

7 TH Grade Pre-Algebra		
Course #	Course Description	Prerequisite
532661(2)	Advanced Math Pre-Algebra Honors	Refer to Enrollment Criteria & Meet Honors Criteria

7th Grade Advanced Mathematics Pre-Algebra Honors

Enrollment Criteria:

Option 1: Student must successfully complete Advanced Math 6.

Or

Option 2: Students must have achieved “Masters” on the respective 6th grade State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment.

Or

Option 3: Students must have achieved at least “Approaches” on the respective 6th grade State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment and must successfully complete Math 6, with teacher recommendation.

8 TH Grade Algebra		
Course #	Course Description	Prerequisite
532761(2)	^Algebra I Honors	Successful completion of 8 th Grade Math or its equivalent course & Meet Honors Criteria

8th Grade Algebra I Honors

Enrollment Criteria:

Students must complete and meet proficiency (70% or higher) in any Pre-Algebra section as a Math 8 Credit as per state mandated prerequisites.

Students Enrolled in Algebra I Must:

- Adhere to High School Grading Procedures, including but not limited to, six weeks tests, semester exams, and EOC requirements.
- Complete and meet proficiency (70% or higher) in each semester to receive partial or full high school credit. Students not meeting proficiency (69% or lower) in Algebra I, must enroll in an Algebra I course in the summer at one of the high school sites or repeat the course in Grade 9.

NOTE: Out of district transfer students seeking enrollment in Pre-Algebra or Algebra I will be determined collaboratively through campus administration and the Curriculum & Instruction Department.

SCIENCE

Courses shaded in green require the approval of the ARD Committee

Modifies (Resource) – A modified curriculum in a separate classroom for Special Education Students only.

Modified (DE) (Resource) – A modified curriculum in a separate classroom specifically designed for students with auditory impairments.

Alternate – An alternate curriculum for students with significant cognitive disabilities that requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.

Course #	Course Description	Prerequisite
6th Grade		
512911(2)	Science 6	None
512931(2)	Science 6 Honors	Meet Honors Criteria
512941(2)	Advanced Science 6 Honors	Meet Honors Criteria
861501(2)	Science 6 Alternate	ARDC approval
860511(2)	Science 6 Alternate (SFL)	ARDC approval
7th Grade		
522951(2)	Science 7	Science 6
522961(2)	Science 7 Honors	Science 6 & Meet Honors Criteria
522981(2)	Advanced Science 7 Honors	Science 6 & Meet Honors Criteria
861511(2)	Science 7 Alternate	ARDC approval
871511(2)	Science 7 Alternate (SFL)	ARDC approval
8th Grade		
533071(2)	Science 8	Science 7
533081(2)	Science 8 Honors	Science 7 & Meet Honors Criteria
534031(2)	^Biology Honors	Refer to page 33
861551(2)	Science 8 Modified	ARDC approval
861521(2)	Science 8 Alternate	ARDC approval
881511(2)	Science 8 Alternate (SFL)	ARDC approval

^Courses for High School Credit

8 th Grade Biology		
Course #	Course Description	Prerequisite
534031(2)	^Biology Honors	Pre-Algebra/Refer to Enrollment Criteria & Meet Honors Criteria

Biology

Enrollment Criteria

- 1.- Students must have at least an overall of 85% as a final grade in Science from the most recent grade (Grade 7) and scored “Masters” on the standardized state assessment for 7th Grade RLA.
- 2.- Students need to be enrolled in Biology and Algebra concurrently.

NOTE: In the event that STAAR Scores are not available, an alternative district assessment will be administered prior the beginning of the school year and meet proficiency of 70% or higher.

Students enrolled in Biology Must:

- Adhere to High School Grading Procedures, including but not limited to, six weeks tests, semester exams, and EOC requirements.
- Complete and meet proficiency (70% or higher) in each semester to receive partial or full high school credit. Students not meeting proficiency (69% or lower) in Biology, must enroll in a Biology course in the summer at one of the high school sites or repeat the course in Grade 9.

NOTE: Out of district transfer students seeking enrollment in Biology in grade 8 will be determined collaboratively through campus administration and the Curriculum & Instruction Department.

High School Note: Rising 9th grade students seeking to enroll in AP Biology, must have achieved “Masters” in the EOC Biology and Algebra I.

SOCIAL STUDIES

Courses shaded in green require the approval of the ARD Committee

Modifies (Resource) – A modified curriculum in a separate classroom for Special Education Students only.

Modified (DE) (Resource) – A modified curriculum in a separate classroom specifically designed for students with auditory impairments.

Alternate – An alternate curriculum for students with significant cognitive disabilities that requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.

Course #	Course Description	Prerequisite
Three years (6 semesters) are required for all middle school students.		
6th Grade		
613211(2)	Contemporary World Societies 6	None
613231(2)	Contemporary World Societies 6 Honors	Meet Honors/Criteria
861401(2)	Contemporary World Societies 6 Alternate	ARDC approval
860411(2)	Contemporary World Societies 6 Alternate (SFL)	ARDC approval
IN3210	World Societies Inclusion	
7th Grade		
623251(2)	Texas History 7	Contemporary World Societies 6
623261(2)	Texas History 7 Honors	Meet Honors/ Criteria
633331(2)	7 th Grade US History to 1877 Honors	Refer to page 35
861411(2)	Texas History 7 Alternate	ARDC approval
871411(2)	Texas History 7 Alternate (SFL)	ARDC approval
8th Grade		
633301(2)	U.S. History to 1877 8	Texas History 7
633311(2)	U.S. History to 1877 8 Honors	Meet Honors/Criteria
534051(2)	^World Geography Honors	Refer to page 35
881481(2)	U.S. History to 1877 8 Modified	ARDC approval
861421(2)	U.S. History to 1877 8 Alternate	ARDC approval
881411(2)	U.S. History to 1877 8 Alternate (SFL)	ARDC approval

^Courses for High School Credit

7 th Grade U.S. History to 1877		
Course #	Course Description	Prerequisite
633331(2)	7 th Grade U.S. History to 1877 Honors	Contemporary World Societies 6 Honors/Texas History Summer Bridge

7th U.S. History to 1877

Enrollment Criteria

1.- Students must have at least an overall of 85% scored as a final grade in Social Studies from the most recent grade (Grade 6) and have scored “Masters” on the standardized state assessment for 6th Grade RLA & successfully completed the Texas History Summer Bridge.

NOTE: In the event that STAAR Scores are not available, an alternative district assessment will be administered prior the beginning of the school year and meet proficiency of 70% or higher.

8 th World Geography		
Course #	Course Description	Prerequisite
534051(2)	^World Geography Honors	U.S. History to 1877

World Geography

Enrollment Criteria

1.- Students must complete and meet proficiency (70% or higher) in the 7th U.S. History to 1877.

Students enrolled in World Geography Must:

- Adhere to High School Grading Procedures, including but not limited to, six weeks tests, semester exams.
- Complete and meet proficiency (70% or higher) in each semester to receive partial or full high school credit. Students not meeting proficiency (69% or lower) in W. Geography, must enroll in a W. Geography course in the summer at one of the high school sites or repeat the course in Grade 9.

NOTE: Out of district transfer students seeking enrollment in World Geography in grade 8 will be determined collaboratively through campus administration and the Curriculum & Instruction Department.

FOREIGN LANGUAGE

SPANISH ELECTIVE: See Recommended Secondary Spanish Courses chart for placement.

Course #	Course Description	Prerequisite
761001(2)	^Spanish I	None
782001(2)	^Spanish II	Spanish I

^ Courses for High School Credit

HEALTH

Courses shaded in green require the approval of the ARD Committee

Modifies (Resource) – A modified curriculum in a separate classroom for Special Education Students only.

Modified (DE) (Resource) – A modified curriculum in a separate classroom specifically designed for students with auditory impairments.

Alternate – An alternate curriculum for students with significant cognitive disabilities that requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.

Course #	Course Description	Prerequisite
6th Grade		
663433	Health 6	One Semester Course
861603	Health 6 Alternate	One Semester Course
861601(2)	Health 6 Alternate	Two Semester Course
860613	Health 6 ALT /SFL	One Semester Course
860611(2)	Health 6 ALT / SFL	Two Semester Course
7th Grade		
663443	Health 7	One Semester Course
861613	Health 7 Alternate	One Semester Course
861611(2)	Health 7 Alternate	Two Semester Course
871613	Health 7 ALT / SFL	One Semester Course
871611(2)	Health 7 ALT / SFL	Two Semester Course
8th Grade		
663453	Health 8	One Semester Course
861623	Health 8 Alternate	One Semester Course
861621(2)	Health 8 Alternate	Two Semester Course
881613	Health 8 ALT / SFL	One Semester Course
881611(2)	Health 8 ALT / SFL	Two Semester Course
Making Connections		
811331(2)	Making Connections 6 Modified	Two Semester Course
821651(2)	Making Connections 7 Modified	Two Semester Course
832061(2)	Making Connections 8 Modified	Two Semester Course
564483	^Health	3 Semesters of MS Health

^ Courses for High School Credit

PHYSICAL EDUCATION

Beginning with the 2008-2009 school year. (H.B.530) a school district shall require students enrolled in grade levels six, seven, and eight to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels as part of the district's physical education curriculum to students enrolled in grade levels six through eight

As per House Bill 530, a school district shall require students in grade levels, six, seven, and eight to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least 4 semesters during those grade levels as part of the Districts physical education curriculum. The four minimum semesters of PE/Athletic classes for both genders will be scheduled during grades 6th and 7th. It is strongly recommended that pre-athletic class for 6th graders be offered at the Middle School level.

According to research, it is highly recommended that students complete 6 semesters of Athletics in order to ensure a strong middle school foundation that will be vertically aligned with each respective high school athletic program.

Course #	Course Description	Prerequisite
713501(2)	Physical Education 6	6 th Grade Students
723521(2)	Physical Education 7	7th Grade Students
733551(2)	Physical Education 8	8th Grade Students
713521(2)	Introduction to Team Sports (Boys) 6	6 th Grade Students
713541(2)	Introduction to Team Sports (Girls) 6	6 th Grade Students
713601(2)	Flag Football 6	6 th Grade Students
713611(2)	Tennis 6	6 th Grade Students
733531(2)	PE: Intro to Athletics (Boys) 6	None
733541(2)	PE: Intro to Athletics (Girls) 6	None

Course #	Course Description	Prerequisite
723531(2)	Athletics (Boys) 7	Meet Program Criteria
723541(2)	Athletics (Girls) 7	Meet Program Criteria
713621(2)	Weights and Conditioning (Boys) 7	Meet Program Criteria
713631(2)	Aerobics and Conditioning (Girls) 7	Meet Program Criteria
713641(2)	Football/Soccer (Boys) 7	Meet Program Criteria
713651(2)	Basketball/Track (Boys) 7	Meet Program Criteria
713661(2)	Volleyball/Basketball (Girls) 7	Meet Program Criteria
713671(2)	Soccer/Softball (Girls) 7	Meet Program Criteria
713681(2)	Softball (Girls) 7	Meet Program Criteria
713691(2)	Tennis 7	Meet Program Criteria & must be offered 9 th pd.
713701(2)	Baseball (Boys) 7	Meet Program Criteria
733561(2)	Athletics (Boys) 8	Meet Program Criteria
733571(2)	Athletics (Girls) 8	Meet Program Criteria
713711(2)	Weights and Conditioning (Boys) 8	Meet Program Criteria
713721(2)	Aerobics and Conditioning (Girls) 8	Meet Program Criteria
713731(2)	Football/Soccer (Boys) 8	Meet Program Criteria
713741(2)	Basketball/Track (Boys) 8	Meet Program Criteria
713751(2)	Volleyball/Basketball (Girls) 8	Meet Program Criteria
713761(2)	Soccer/Softball (Girls) 8	Meet Program Criteria
713771(2)	Softball (Girls) 8	Meet Program Criteria
713781(2)	Tennis 8	Meet Program Criteria & must be offered 9 th pd.
713791(2)	Baseball (Boys) 8	Meet Program Criteria
713801(2)	Swimming 8	Meet Program Criteria
713821(2)	^Lifetime Fitness and Wellness Pursuits	4 Semesters of MS Physical Education

^ Courses for High School Credit

Courses in Partner PE

Partner Physical Education/Peer Tutor is a success oriented physical education program featuring supervised peer tutors and individualized learning and instruction. The focus of the course is to encourage a variety of physical fitness activities, increased knowledge of health and fitness strategies and assist in the acquisition of individual and team lifetime recreational skill and activities. This course addresses the unique physical education needs of students with variety of disabilities in a setting that allows for positive interaction with peers, achieve success, improve social skills, and build self-esteem. Peers need to be encouraging at all times and dress appropriately for activities.

Students to teacher ratio: 10-15 special needs students to one Partner PE teacher with consultation from an Adapted PE teacher and para-educators will also go to the Partner PE class.

The total number of student partners should include 3-5 over the number of students with special needs.

Peer Partner – Prerequisite: PPE Application, interview and instructor approval.

General Education students must submit an application to become a peer tutor. Parent and student must sign a permission form allowing the student to become a peer tutor.

Courses in blue are for students with disabilities who require an alternate curriculum and approval by the ARD committee.

Course Number	Course Description	Grade	Per Unit Credit	Prerequisite
713813	Peer Assistance for SWD I	6	.5	Application approval
713826	Physical Education, Departmentalized	6	.5	ARDC approval
713833	Peer Assistance for SWD II	7	.5	Application approval
713836	Physical Education	7	.5	ARDC approval
713843	Peer assistance for SWD III	8	.5	Application approval
713846	Physical Education	8	.5	ARDC approval

FINE ARTS

House Bill 3

House Bill 3, each student is required to take one fine arts credit in middle school. The strong recommendation is for students to take the fine arts requirement in the 6th or 7th grade. However, according to research, it is highly recommended that students complete 6 semesters of fine arts in order to ensure a strong middle school foundation that will vertically align with each respective high school.

As per House Bill 5, PE credit may be earned through completion on any Texas Essential Knowledge and Skills based course that meets the requirement in subparagraph (#) of this paragraph for 100 minutes of moderate to vigorous physical activity per five-day school week. Therefore, students may receive PE credit through Dance courses.

INSTRUMENTAL MUSIC: BAND

Course #	Course Description	Prerequisite
813901(2)	Band (6)	None
813911(2)	Band 6 GT	Meet GT Criteria
863911(2)	Beginners Band (7-8)	None
863921(2)	Concert Band I (7-8)	Meet Program Criteria
863951(2)	Concert Band I (7-8) GT	Meet Program and GT Criteria
863931(2)	Concert Band II (7-8)	Meet Program Criteria
863961(2)	Concert Band II (7-8) GT	Meet Program and GT Criteria
863941(2)	Symphonic Band (7-8)	Meet Program Criteria
863971(2)	Symphonic Band (7-8) GT	Meet Program and GT Criteria
833981(2)	Instrumental Ensemble 7 (Woodwinds)	Concurrent member of band
833991(2)	Instrumental Ensemble 7 GT (Woodwinds)	Concurrent member of band & Meet GT Criteria
834001(2)	Instrumental Ensemble 7 (Brass)	Concurrent member of band
834011(2)	Instrumental Ensemble 7 GT (Brass)	Concurrent member of band & Meet GT Criteria
834111(2)	Instrumental Ensemble 7 (Percussion)	Concurrent member of band
834211(2)	Instrumental Ensemble 7 GT (Percussion)	Concurrent member of band & Meet GT Criteria
834311(2)	Instrumental Ensemble 8 (Woodwinds)	Concurrent member of band
834411(2)	Instrumental Ensemble 8 GT (Woodwinds)	Concurrent member of band & Meet GT Criteria
834511(2)	Instrumental Ensemble 8 (Brass)	Concurrent member of band
834611(2)	Instrumental Ensemble 8 GT (Brass)	Concurrent member of band & Meet GT Criteria
834811(2)	Instrumental Ensemble 8 (Percussion)	Concurrent member of band
834911(2)	Instrumental Ensemble 8 GT (Percussion)	Concurrent member of band & Meet GT Criteria

CHORAL MUSIC

Course #	Course Description	Prerequisite
814131(2)	Beginner Choir 6	None
864041(2)	Beginner Choir GT 6	Meet GT Criteria
864111(2)	Choir Treble (Girls) (7-8)	None
864031(2)	Choir Treble GT (Girls) (7-8)	Meet GT Criteria
864001(2)	Choir Tenor-Bass GT (Boys) (7-8)	Meet GT Criteria
864121(2)	Choir Tenor-Bass (Boys) (7-8)	None
864131(2)	Choir Adv. Treble (7-8)	Meet Program Criteria or Audition
864141(2)	Choir Adv. Treble GT (7-8)	Meet Program GT Criteria
834141(2)	Choir Adv. Vocal Ensemble (7-8)	Meet Program Criteria or Audition
834151(2)	Choir Adv. Vocal Ensemble GT (7-8)	Meet GT Criteria
834161(2)	Applied Music (Piano) (7-8)	None
834171(2)	Applied Music GT (Piano) (7-8)	Meet GT Criteria

DANCE: Dance may be used to satisfy the requirement to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels as part of the district's physical education curriculum to students enrolled in grade levels six through eight beginning with the 2008 – 2009 school year (HB 530).

Course #	Course Description	Prerequisite
733601(2)	PE: Dance 6	None
746401(2)	PE: Dance 6 GT	Meet GT Criteria
733611(2)	PE: Dance 7	None
746501(2)	PE: Dance 7 GT	Meet GT Criteria
743631(2)	PE: Adv. Dance 6–8	Meet Program Criteria
743641(2)	PE: Newcomer Ballroom Dance 6-8	None
713511(2)	FA: Dance 6	None
713521(2)	FA: Dance 6 GT	Meet GT Criteria
713531(2)	FA: Dance 7	None
713541(2)	FA: Dance 7 GT	Meet GT Criteria
713551(2)	FA: Dance 8	None
713561(2)	FA: Dance 8 GT	Meet GT Criteria
723501(2)	FA: Adv. Dance 6–8	Meet Program Criteria or Audition
713571(2)	FA: Newcomer Ballroom Dance 6-8	None
713581(2)	FA: Intermediate Ballroom Dance 6-8	Newcomer Ballroom Dance 6
713591(2)	FA: Advanced Ballroom Dance 6-8	Meet Program Criteria or Audition

VISUAL ARTS:

Course #	Course Description	Prerequisite
813801(2)	Art I (6)	None
814001(2)	Art I (6) GT	Meet GT Criteria
863811(2)	*Art I (7-8)	None
863841(2)	Art I (7-8) GT	Meet GT Criteria
863831(2)	Art II (7-8)	Art I
814011(2)	Art II (7-8) GT	Meet GT Criteria ART I
863821(2)	Art II (7-8) Honors	Meet Honors Criteria ART I
833831(2)	Art III (8)	Art II & Meet Program Criteria w/Portfolio
814021(2)	Art III (8) GT	Art II & Meet GT Criteria
833811(2)	Art III (8) Honors	Art II & Meet Program Criteria w/Portfolio
814031(2)	^Art I	Meet Program Criteria w/Portfolio & Art teacher approval

*Art I (7-8) for students who are new to Art in Middle School

THEATRE ARTS:

Course #	Course Description	Prerequisite
833821(2)	Theatre I	None
833841(2)	Theatre I GT	Meet GT Criteria
833861(2)	Theatre II	Theatre I
833871(2)	Theatre II GT	Theatre I GT; or Theatre I and meet GT Criteria
833901(2)	Theatre III	Theatre II
833911(2)	Theatre III GT	Theatre II GT; or Theatre II and meet GT Criteria

^ Courses for High School Credit

CAREER & TECHNICAL EDUCATION

Course #	Course Description		Prerequisite
Electives		Grade	
834713	Technology Application STEM 6 – 8 Grades	6-8	None (one semester course)
530463	Coding STEM	6-8	None (one semester course)
564451(2)	^Robotics STEM	7	Meet program Criteria
PLW431(2)	^Principles of Applied Engineering and Technology STEM	8	Meet program Criteria
861803	Technology Application 6-8 Alternate (1 semester)		ARDC Approval
861801(2)	Technology Application 6-8 Alternate		ARDC Approval
860713	Technology Application 6-8 ALT/SFL (1 semester)		ARDC Approval
860711(2)	Technology Application 6-8 ALT/SFL		ARDC Approval
530473	Career & College Explorations	8	None (one semester course)
ALT473	Career & College Explorations		ARDC Approval
SFL473	Career & College Explorations		ARDC Approval
564461(2)	^Principles of Education	8	None
564473	^ Professional Communications	8	None

^ Courses for High School Credit

INCLUSION SCHEDULING

Course #	Course Description
The following course numbers may be used for scheduling purposes only.	
IN3210	World Societies 6 (Inclusion)
IN2910	Science 6 (Inclusion)
IN2660	Math 6 (Inclusion)
IN0710	Reading 6 (Inclusion)
IN0330	English 6 (Inclusion)
IN3250	Texas History 7 (Inclusion)
IN2950	Science 7 (Inclusion)
IN2700	Math 7 (Inclusion)
IN0770	Reading 7 (Inclusion)
IN0400	English 7 (Inclusion)
IN3300	US History 8 (Inclusion)
IN3070	Science 8 (Inclusion)
IN2790	Math 8 (Inclusion)
IN0820	Reading 8 (Inclusion)
IN0480	English 8 (Inclusion)

OTHER COURSES, ELECTIVES and TUTORIALS

During the Instructional Day	
Course #	Course Description
950011(2)	Lunch
950021(2)	See Counselor
910071(2)	Accelerated Learning Instruction ELAR 6 (LC)
920081(2)	Accelerated Learning Instruction ELAR 7 (LC)
930091(2)	Accelerated Learning Instruction ELAR 8 (LC)
919101(2)	Accelerated Learning Instruction MATH 6 (LC)
920071(2)	Accelerated Learning Instruction MATH 7 (LC)
930011(2)	Accelerated Learning Instruction MATH 8 (LC)
980011(2)	RLA Readiness 6 (LC)
980041(2)	RLA Readiness 7 (LC)
980061(2)	RLA Readiness 8 (LC)
980081(2)	Innovate X
Extended Day/After School Funding Sources	
970010	162 Account (State)
970020	211 Account (Federal)
Contact C&I for Approval	
TSI011(2)	TSIA 2.0 PREP for 8 th Grade Students ONLY

Note: Local Credit improvement courses for students with non-mastery of ELA/Math STAAR will be scheduled at each campus with written parent approval. These courses are not included in UIL eligibly.

PRE-ENGINEERING TEX PREP COURSES

Course #	Course Description	Grade	Credit	Prerequisite(s)
Innovative-High School Elective Credit				
540001(2)	TEXPREP I	9-10	1/2 LC	None
540021(2)	TEXPREP II	10-11	1/2	TEXPREP I
540031(2)	TEXPREP III	11-12	1/2	TEXPREP II
540011(2)	TEXPREP IV	11-12	1/2	TEXPREP III

Appendices

Texas Education Agency Graduation Toolkit

Graduation Program – Overview

Foundation High School Program

A new, more flexible graduation program that allows students to pursue their interests will be in place for all students who enter high school, beginning in the 2014-2015 school year.

The program contains up to four parts:

- A 22-credit foundation program which is the core of the new Texas high school diploma
- Five endorsement¹ options that allow students to focus on a related series of courses
- A higher performance category called Distinguished Level of Achievement
- Performance Acknowledgments that note outstanding achievement

The Foundation requirements (22 credits) include:

- | | | | | |
|---|--|--|---------------------------|------------------------------|
| English (4 credits) | • English I | • English II | • English III | • An advanced English course |
| Mathematics (3 credits) | • Algebra I | • Geometry | • An advanced math course | |
| Science (3 credits) | • Biology | • Integrated Physics & Chemistry or an advanced science course | | |
| | • An advanced science course | | | |
| Social Studies (3 credits) | • World History or World Geography | • U.S. History | | |
| | • U.S. Government (one-half credit) | • Economics (one-half credit) | | |
| Languages Other Than English (2 credits) | • 2 credits in the same language or | | | |
| | • 2 credits from Computer Science I, II, III | | | |
| Physical Education (1 credit) | Fine Arts (1 credit) | Electives (5 credits) | | |
| Speech: Demonstrated proficiency | | | | |

Endorsements Total credits with endorsements 26

Enhancements

Additionally, a student may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law.

Distinguished Level of Achievement

- Foundation Program requirements
- 4 credits in math including Algebra II
- 4 credits in science
- at least 1 endorsement

Performance Acknowledgments

- dual credit course
- bilingualism and biliteracy
- PSAT, ACT's Plan, SAT or ACT
- Advanced Placement or International Baccalaureate exam
- earning a nationally or internationally recognized business or industry certification or license

¹A student entering 9th grade must indicate an endorsement he or she plans to follow. A student may change or add an endorsement at any time.

A student may graduate without earning an endorsement if, after his or her sophomore year, the student's parent signs a form permitting the student to omit the endorsement requirement.

TSIA2 (Texas Initiative) Assessment 2.0

The Texas Legislature mandates students be assessed on a state exam in TSIA2 ELAR includes MS and Essay and TSIA2 Mathematics before enrolling in any college-level course work (dual enrollment). The TSIA2 is the instrument used for this mandate. 8th grade middle school students interested in participating in the Early College High School cohort or in Early College High School dual enrollment are required to attempt the reading portion of the TSIA2 prior to requesting any dual enrollment courses for their 9th grade year.

While most dual enrollment courses offered in grades 9 and 10 require only an attempt on the TSIA2 reading (courses include dual enrollment Spanish, Art Appreciation, Music Appreciation, and Speech), any other dual enrollment course will require passing TSIA2 scores.

For a list of TSIA2 requirements per dual enrollment course, click on the following link:

http://www.bisd.us/echs/html/05_TSC.htm

The TSIA2 is offered free to all interested 8th graders during the fall semester at their home campuses.

Once in high school, students may retake the TSIA2 free at each of the district's Early College High School in order to qualify for additional dual credit courses.

Resources for Secondary Education

The following links are provided as resources that districts and campuses may utilize in the development of a Personal Graduation Plan.

Division of Curriculum, Texas Education Agency (512.483.9581)

[Curriculum Standards | Texas Education Agency](#)

Division of Discretionary Grants, Texas Education Agency High School Completion and Success Grant Program

<https://tea.texas.gov/finance-and-grants/grants>

Division of Assessment, Texas Education Agency

<https://tea.texas.gov/student-assessment>

Dropout Prevention Clearinghouse, Texas Education Agency

[Dropout Prevention and Recovery Resources | Texas Education Agency](#)

21st Century Community Learning Centers Non-Regulatory Guidance (February 2003), U.S. Department of Education

[21st Century Community Learning Centers Descriptive Study of Program Practices -- July 2010 \(PDF\)](#)

ESL TEA Web Site for resources

<https://www.txel.org/Educators>

Appendix A: Education Code

Senate Bill 1108, Section 7, Personal Graduation Plan (TEC §28.0212)
<http://ritter.tea.state.tx.us/taa/stanprog102303.html>

Note: The enclosed PGP forms may be used for reference.

HB 1416

<https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/accelerated-instruction-hb-1416-overview-and-optional-webinar-opportunity>