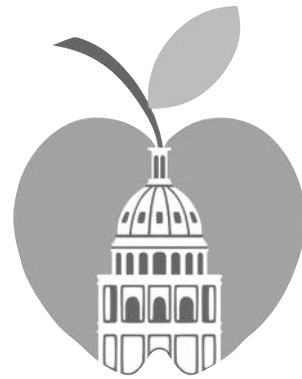


# SECTION III: High School

## Information and Graduation Requirements



# AISD

### AISD Disclaimer:

The contents of the Secondary School Information Guide are relevant to AISD Policy (Legal and Local), Regulation and Practice as of November 2007. For current information regarding district policy please refer to the Austin Independent School District website at [www.austinisd.org](http://www.austinisd.org) or visit with your school counselor.

Specific school-related questions should be directed to campus staff. When a parent or guardian has a question or concern, he or she should contact the person who made the initial decision. After discussing the matter, if the concern continues, the principal should be contacted.

HIGH SCHOOL

# High School Information and Graduation Requirements

The high school curriculum in the Austin Independent School District is designed to meet the needs of students preparing for college, careers and citizenship in the community. AISD offers a full range of courses, advanced academic courses, and a comprehensive array of Career and Technical Education programs. All AISD students are expected to prepare for both college and careers.

In addition to the core academic programs, each high school also offers a variety of extracurricular and co-curricular programs for students. High school students can perform in a marching band, star in a dramatic production, learn modern dance, or edit a newspaper. They can compete in volleyball or football, or any of a dozen other sports; and every campus has numerous clubs and organizations students can join for fun and education.

All students entering grade 9 are required to enroll in the Recommended High School Program or Distinguished Achievement Program. Permission to enroll in the Minimum Graduation Plan will be granted only if an agreement is reached among the students, the parents or guardian, the counselor, and the principal. The AISD Permission to Graduate on the Minimum Graduation Plan may be obtained from your school counselor.

Browse through the course offerings in this guide to identify electives or programs that interest you. Counselors are available to help students identify courses to take, but students should discuss their goals and interests with parents as well. Students and their families should explore the many college scholarship opportunities available to successful high school students. Scholarship information is provided to eleventh and twelfth grade students. See your counselor for scholarship information.

## College and Career Pathways and Majors

All Austin ISD high school students have the opportunity to focus their high school elective course choices in a field of interest. All high school courses of study begin with the more rigorous Recommended Graduation Programs. The courses of study are divided into six broad categories called "Pathways." Pathways are a method of organizing the available electives into manageable college/career focus areas.

Majors are a coherent sequence of courses (3 or more) within a Pathway. All schools should have a Math, Science, Humanities and one or more Career Majors. Each Major will have a series of three or more courses that will move a student from a beginning introductory course to two or more increasingly advanced courses. All Majors start with the Recommended High School Graduation Programs as a foundation and focus on the use of electives in a coherent sequence to build student skills in an area of interest. The selection of a Major is based upon individual interest and aptitude. To accommodate student growth and changing interests a student can achieve more than one Major or change Majors as appropriate.

Following are the Pathways that are available in Austin ISD.

- Administration and Sales
- Business Operations
- Technical
- Social Services
- Arts and Humanities
- Science, Mathematics and Technology

Students are urged to take the pathway courses in a coherent sequence to maximize the effectiveness of the learning. In many of the pathways, college credit through Tech-Prep is dependent on following the correct sequence of courses. Your teachers and counselors will be glad to help you review your interests and skills that will help you determine what pathway to choose.

## Graduation Programs

AISD expects students to take at least the Texas Education Agency (TEA) Recommended High School Program, which requires a minimum of 24 or 26 credits for graduation, or the Distinguished Achievement High School Program which requires 24 or 26 credits, including three years of Language Other than English, plus advanced measures. Should a student need to graduate on the Minimum Graduation Program the student must complete at least the required 22 credits. Graduation under the Minimum High School Program requires parental permission. All students must take required English, mathematics, science and social studies courses in the year they enter high school, and they must continue those courses annually until all requirements are met. Students are encouraged to continue their mathematics and English study throughout high school.

Students must graduate on one of the graduation programs available to them when they enter Grade 9. Outlined below are the various graduation programs available to students based on the year that they enter high school (Grade 9).

Students entering Grade 9 in fall 2001 through fall 2006 can graduate under the following three High School Programs:

- 1) Minimum High School Program with Austin ISD Modification Exhibit 1.
- 2) Recommended High School Program (as approved by the State Board of Education in 2000) Exhibit 2.
- 3) Distinguished Achievement High School Program (as approved by the State Board of Education in 2000) Exhibit 3.

Students entering Grade 9 in fall 2007 and thereafter have new graduation requirements for the Recommended High School Program and the Distinguished Graduation Programs. These increase the total credits required to 26 and a requirement for four credits of mathematics and four credits of science.

- 1) Minimum High School Program with Austin ISD Modification Exhibit 4 (no changes).
- 2) Recommended High School Program (as approved by the State Board of Education in 2007) Exhibit 5.
- 3) Distinguished Achievement High School Program (as approved by the State Board of Education in 2007) Exhibit 6.

Refer to the EIF Exhibits in District Policy found on the AISD website at [www.austinisd.org](http://www.austinisd.org).

## Austin ISD Graduation Plans

Students who entered 9th grade prior to the 2007-2008 school year must demonstrate proficiency for one of the graduation program requirements outlined in Exhibits 1-3. Students who enter 9th grade in the 2007-2008 school year and thereafter must demonstrate proficiency for one of the graduation program requirements outlined in Exhibits 4-6.

Minimum High School Program (Exhibit 1)		Recommended High School Program (Exhibit 2)		Distinguished High School Program (Exhibit 3)	
<p><b>English Language Arts</b> Students must take one full credit of the same course. Must consist of English I, II, and, III. (English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency.) The fourth credit may be English IV, Research/Technical Writing, Creative/Imaginative Writing, Practical Writing Skills, Literary Genres, Business Communication, Journalism, or concurrent enrollment in a college English course.</p>	4.0	<p><b>English Language Arts</b> Students must take one full credit of the same course. Must consist of English I, II, III, and IV. (English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency.)</p>	4.0	<p><b>English Language Arts</b> Students must take one full credit of the same course. Must consist of English I, II, III, and IV. (English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency).</p>	4.0
<p><b>Mathematics</b> Students must take one full credit of the same course. Must include Algebra I and Geometry.</p>	3.0	<p><b>Mathematics</b> Students must take one full credit of the same course. Must include Algebra I, Geometry &amp; Algebra II.</p>	3.0	<p><b>Mathematics</b> Students must take one full credit of the same course. Must include Algebra I, Geometry &amp; Algebra II.</p>	3.0
<p><b>Science</b> Must consist of Biology and Integrated Physics &amp; Chemistry (IPC).  A student may substitute Chemistry or Physics for IPC but then must use the second of these two courses as the academic elective credit identified below.  Note: Students must take one full credit of the same course.  Integrated Physics and Chemistry will satisfy one of the lab-science requirements through 2011-2012.</p>	2.0	<p><b>Science</b> 1 credit must be Biology, AP Biology or IB Biology. Students must choose the remaining 2 credits from the following areas:  <ul style="list-style-type: none"> <li>■ Integrated Physics &amp; Chemistry</li> <li>■ Chemistry, AP Chemistry or IB Chemistry,</li> <li>■ Physics, AP Physics or IB Physics, or Principles of Technology I.</li> </ul>                     Not more than 1 credit may be chosen from each of the areas to satisfy this requirement. Students must take one full credit of the same course. Students on the Recommended High School Program are encouraged to take courses in Biology, Chemistry, and Physics to complete the science requirements. Integrated Physics and Chemistry will satisfy one of the lab-science requirements through 2011-2012.</p>	3.0	<p><b>Science</b> 1 credit must be Biology, AP Biology or IB Biology. Students must choose the remaining 2 credits from the following areas:  <ul style="list-style-type: none"> <li>■ Integrated Physics &amp; Chemistry</li> <li>■ Chemistry, AP Chemistry or IB Chemistry</li> <li>■ Physics, AP Physics or IB Physics, or Principles of Technology I.</li> </ul>                     Not more than 1 credit may be chosen from each of the areas to satisfy this requirement. Students must take one full credit of the same course. Students on the Distinguished Achievement High School Program are encouraged to take courses in Biology, Chemistry, and Physics to complete the science requirements. Integrated Physics and Chemistry will satisfy one of the lab-science requirements through 2011-2012.</p>	3.0
<p><b>Social Studies</b> Students must take one full credit of the same course. Must consist of World Geography or World History, United States History since Reconstruction, and 0.5 credit United States Government.</p>	2.5	<p><b>Social Studies</b> Students must take one full credit of the same course. Must consist of World Geography, World History, United States History since Reconstruction, and 0.5 credit United States Government.</p>	3.5	<p><b>Social Studies</b> Students must take one full credit of the same course. Must consist of World Geography, World History, United States History since Reconstruction, and 0.5 credit United States Government.</p>	3.5

Minimum High School Program (Exhibit 1)		Recommended High School Program (Exhibit 2)		Distinguished High School Program (Exhibit 3)	
<b>Economics</b> With emphasis on the Free Enterprise System and its benefits.	0.5	<b>Economics</b> With emphasis on the Free Enterprise System and its benefits.	0.5	<b>Economics</b> With emphasis on the Free Enterprise System and its benefits.	0.5
<b>Speech</b> Must be Communication Applications.	0.5	<b>Speech</b> Must be Communication Applications.	0.5	<b>Speech</b> Must be Communication Applications.	0.5
<b>Physical Education</b> Must include Foundations of Personal Fitness (0.5 credit). Students may earn no more than 2 credits toward state graduation requirements in physical education. Students may substitute certain physical activities for the required credits of physical education, including the 0.5 credits for Foundations of Personal Fitness. Substitutions must be based on physical activity involved in drill team, marching band, and cheerleading during the fall semester, Junior Reserve Officer Training Corps; athletics; Dance I-IV; 2 or 3 credit career and technical work-based training courses; and off-campus physical education. The District may award up to 2 credits for physical education for appropriate private or commercially sponsored physical activity programs conducted on or off campus, with approval by the Commissioner. 19 TAC 74.42, 74.52(b)(7)	1.5	<b>Physical Education</b> Must include Foundations of Personal Fitness (0.5 credit). Students may earn no more than 2 credits toward state graduation requirements in physical education. Students may substitute certain physical activities for the required credits of physical education, including the 0.5 credits for Foundations of Personal Fitness. Substitutions must be based on physical activity involved in drill team, marching band, and cheerleading during the fall semester, Junior Reserve Officer Training Corps; athletics; Dance I-IV; and 2 or 3 credit career and technical work-based training courses. The District may award up to 2 credits for physical education for appropriate private or commercially sponsored physical activity programs conducted on or off campus, with approval by the Commissioner. 19 TAC 74.43, 74.53(b)(7)	1.5	<b>Physical Education</b> Must include Foundations of Personal Fitness (0.5 credit). Students may earn no more than 2 credits toward state graduation requirements in physical education. Students may substitute certain physical activities for the required credits of physical education, including the 0.5 credits for Foundations of Personal Fitness. Substitutions must be based on physical activity involved in drill team, marching band, and cheerleading during the fall semester, Junior Reserve Officer Training Corps; athletics; Dance I-IV; and 3 credit career and technical work-based training courses. The District may award up to 2 credits for physical education for appropriate private or commercially sponsored physical activity programs conducted on or off campus, with approval by the Commissioner. 19 TAC 74.44, 74.54(b)(7)	1.5
<b>Health Education</b> or 1 credit of Health Science Technology. 19 TAC 74.62 (b)(8)	0.5	<b>Health Education</b> or 1 credit of Health Science Technology. 19 TAC 74.62 (b)(8)	0.5	<b>Health Education</b> or 1 credit of Health Science Technology. 19 TAC 74.62 (b)(8)	0.5
<b>Fine Arts</b> Students must take one full credit of the same course. This requirement may be satisfied by any course in 19 TAC 117, Subchapter C (relating to Texas Essential Knowledge and Skills for Fine Arts), except for any Speech course.	1.0	<b>Fine Arts</b> Students must take one full credit of the same course. This requirement may be satisfied by any course in 19 TAC 117, Subchapter C (relating to Texas Essential Knowledge and Skills for Fine Arts), except for any Speech course.	1.0	<b>Fine Arts</b> Students must take one full credit of the same course. This requirement may be satisfied by any course in 19 TAC 117, Subchapter C (relating to Texas Essential Knowledge and Skills for Fine Arts), except for any Speech course.	1.0

Minimum High School Program (Exhibit 1)		Recommended High School Program (Exhibit 2)		Distinguished High School Program (Exhibit 3)	
<p><b>Technology Applications</b> Students may satisfy this requirement by taking one full credit of any of the following:</p> <p>(1) Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics Animation, Multimedia, Video Technology, Web Mastering; or Independent Study in Technology Applications. (19 TAC 126)</p> <p>(2) Business Computer Information Systems I and II, Business Computer Programming, Telecommunications and Networking or Business Image Management and Multimedia; (19 TAC 120)</p> <p>(3) Computer Applications, Technology Systems (modular computer laboratory- based), Communication Graphics (modular computer laboratory- based), or Computer Multimedia and Animation Technology. (19 TAC 123)</p>	<p><b>1.0</b></p>	<p><b>Technology Applications</b> Students may satisfy this requirement by taking one full credit of any of the following:</p> <p>(1) Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/ Animation, Multimedia, Video Technology, Web Mastering, or Independent Study in Technology Applications, and for students entering ninth grade in the 2004-05 school year or thereafter, state approved technology application innovative courses. (19 TAC 126)</p> <p>(2) Business Computer Information Systems I or II, Business Computer Programming, Telecommunications and Networking or Business Image Management and Multimedia; (19 TAC 120)</p> <p>(3) Computer Applications, Technology Systems (modular computer laboratory- based), Communication Graphics (modular computer laboratory-based), or Computer Multimedia and Animation Technology. (19 TAC 123)</p> <p>An AISD student participating in coherent sequence of Career and Technical Education courses may demonstrate proficiency and earn credit through credit by examination.</p> <p>Media Technology Sequence: 1st Course – Intro to Media Tech. 2nd Course – Media Tech I CBE for Video Tech course credit Transcripted Courses: Intro to Media Tech I Media Tech I Video Tech (Tech Apps required)</p> <p>Computer Networking Sequence: 1st Course – Basic Computer Tech 2nd Course – Internetworking Tech I CBE for Computer Apps course credit Transcripted Courses: Basic Computer Tech Internetworking Tech I Computer Apps (Tech Apps required).</p>	<p><b>1.0</b></p>	<p><b>Technology Applications</b> Students may satisfy this requirement by taking one full credit of any of the following:</p> <p>(1) Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/ Animation, Multimedia, Video Technology, Web Mastering, or Independent Study in Technology Applications, and for students entering ninth grade in the 2004-05 school year or thereafter, state approved technology application innovative courses. (19 TAC 126)</p> <p>(2) Business Computer Information Systems I or II, Business Computer Programming, Telecommunications and Networking or Business Image Management and Multimedia; (19 TAC 120)</p> <p>(3) Computer Applications, Technology Systems (modular computer laboratory- based), Communication Graphics (modular computer laboratory-based), or Computer Multimedia and Animation Technology. (19 TAC 123)</p> <p>An AISD student participating in coherent sequence of Career and Technical Education courses may demonstrate proficiency and earn credit through credit by examination.</p> <p>Media Technology Sequence: 1st Course – Intro to Media Tech. 2nd Course – Media Tech I CBE for Video Tech course credit Transcripted Courses: Intro to Media Tech I Media Tech I Video Tech (Tech Apps required)</p> <p>Computer Networking Sequence: 1st Course – Basic Computer Tech 2nd Course – Internetworking Tech I CBE for Computer Apps course credit Transcripted Courses: Basic Computer Tech Internetworking Tech I Computer Apps (Tech Apps required).</p>	<p><b>1.0</b></p>

Minimum High School Program (Exhibit 1)		Recommended High School Program (Exhibit 2)		Distinguished High School Program (Exhibit 3)	
<p><b>Academic Elective</b> Must be selected from World History, World Geography, or any science course approved by the State Board of Education for science credit under 19 TAC 112 (relating to Essential Knowledge and Skills for Science). If a student elects to replace IPC with either Chemistry or Physics as described in Science above, the academic elective must be the other of these two science courses.</p>	<b>1.0</b>	<p><b>Languages Other than English</b> Must consist of two levels of the same language.</p>	<b>2.0</b>	<p><b>Languages Other than English</b> Must consist of three levels of the same language.</p>	<b>3.0</b>
<p><b>Electives</b> Must be selected from the list of courses approved by the SBOE for grades 9-12 as specified in 19 TAC 74.41 or 19 TAC 51(g), as applicable (relating to Essential Knowledge and Skills for the Foundation and Enrichment Curriculum), state approved innovative courses as specified in 19 TAC 74.27 (relating to Innovative Courses and Programs), Junior Reserve Officer Training Corps (1 to 4 credits), or Driver Education (0.5 credit) A maximum of 3 credits of Reading I, II or III for elective credit may be offered by local policy to identify students.</p>	<b>4.5</b>	<p><b>Electives</b> Must be selected from the list of courses approved by the SBOE for grades 9-12 as specified in 19 TAC 74.41 or 74.51(g) as applicable (relating to Essential Knowledge and Skills for the Foundation and Enrichment Curriculum), state approved innovative courses as specified in 19 TAC 74.27 (relating to Innovative Courses and Programs), Junior Reserve Officer Training Corps (1 to 4 credits), or Driver Education (0.5 credit). All students who wish to complete the Recommended High School Program (Exhibit 2) Reserve Officer Training Corps (1 to 4 credits), or Driver Education (0.5 credit). All students who wish to complete the Recommended High School Program are encouraged to study each of the four foundation curriculum areas (English language arts, mathematics, science and social studies) every year in high school. A maximum of 3 credits of Reading I, II or III for elective credit may be offered by local policy to identify students.</p>	<b>3.5</b>	<p><b>Electives</b> Must be selected from the list of courses approved by the SBOE for grades 9-12 as specified in 19 TAC 74.41 or 19 TAC 74.51 (relating to Essential Knowledge and Skills for the Foundation and Enrichment Curriculum), state-approved innovative courses as specified in 19 TAC 74.27 (relating to Innovative Courses and Programs), Junior Reserve Officer Training Corps (1 to 4 credits), or Driver Education (0.5 Distinguished High School Program (Exhibit 3) credit). All students who wish to complete the Distinguished Achievement High School Program are encouraged to study each of the four foundation curriculum areas (English language arts, mathematics, science and social studies) every year in high school. A maximum of 3 credits of Reading I, II or III for elective credit may be offered by local policy to identify students.</p>	<b>2.5</b>
<b>Total Credits for Minimum High School Program</b>	<b>22</b>	<b>Total Credits for Recommended High School Program</b>	<b>24</b>	<b>Total Credits for Distinguished High School Program</b>	<b>24</b>

<b>Minimum High School Program (Exhibit 1)</b>	<b>Recommended High School Program (Exhibit 2)</b>	<b>Distinguished High School Program (Exhibit 3)</b>
<p>Derived from 19 TAC 74.42; 74.52.</p> <p>Substitutions/Alternatives College Board Advanced Placement and International Baccalaureate courses may be substituted for courses required in appropriate areas. Credit may also be awarded without prior instruction through credit by examination. 19 TAC 74.41(g), 74.24, 74.51(h).</p>	<p>Derived from 19 TAC 74.43.</p> <p>Substitutions/Alternatives No substitutions shall be allowed in the Recommended High School Program, except as allowed by the State Board rule and local policy. College Board Advanced Placement and International Baccalaureate courses may be substituted for requirements in appropriate academic areas. Credit may be awarded for core courses without prior instruction through credit by examination. Derived from 19 TAC 74.41(g); 74.24; 74.44(e) and 74.51(h).</p>	<p>Derived from 19 TAC 74.44; 74.54.</p> <p>Substitutions/Alternatives No substitutions shall be allowed, except as allowed by State Board rule and local policy. College Board Advanced Placement and International Baccalaureate courses may be substituted for requirements in appropriate academic areas. Credit may also be awarded without prior instruction through credit by examination. 19 TAC 74.41(g), 74.24, 74.44(e) 74.54(e).</p> <p><b>Advanced Measures</b></p> <p>A student also must achieve any combination of four of the following advanced measures. The measures must focus on demonstrated student performance at the college or professional level. Student performance on advanced measures must be assessed through an external review process. The advanced measures are as follows:</p> <ol style="list-style-type: none"> <li>1. An original research /project that is: (a) Judged by a panel of professionals in the field that is the focus of the project; or (b) Conducted under the direction of mentor (s) and reported to an appropriate audience; and (c) Related to the required curriculum set forth in 19 TAC 74.1 (relating to Essential Knowledge and Skills). Original research/projects may not be used for more than two of the four advanced measures.</li> <li>2. Test data in which a student receives: (a) A score of three or above on the College Board Advanced Placement examination; (b) A score of four or above on an International Baccalaureate examination; or (c) A score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of the College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.</li> <li>3. A grade of 3.0 or higher in courses that count for college academic credit, including tech-prep articulated college courses.</li> </ol>

Approved concurrent enrollment in a college level course (dual credit) is an acceptable course substitution. See list of AISD Approved Dual Credit Courses for Austin Community College.

Students who enter 9th grade in the 2007-2008 school year and thereafter must demonstrate proficiency for one of the graduation program requirements outlined in Exhibits 4-6. The State Board of Education requires that each student successfully complete four courses in the areas of English Language Arts, Mathematics, Science and Social Studies for a total of twenty-six (26) credits rather than twenty-four (24) credits.

Minimum High School Program (Exhibit 4)		4 x 4 Recommended High School Program (Exhibit 5)		4 x 4 Distinguished High School Program (Exhibit 6)	
<p><b>English Language Arts</b> Must consist of English I, II, and, III. (English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency). The fourth credit may be English IV, Research/Technical Writing, Creative/Imaginative Writing, Practical Writing Skills, Literary Genres, Business Communication, Journalism, or concurrent enrollment in a college English course. Students must take one full credit of the same course.</p>	4.0	<p><b>English Language Arts</b> Must consist of English I, II, III, and English IV. (English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency). Students must take one full credit of the same course.</p>	4.0	<p><b>English Language Arts</b> Must consist of English I, II, III, and English IV. (English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency). Students must take one full credit of the same course.</p>	4.0
<p><b>Mathematics</b> Must include Algebra I and Geometry. Students must take one full credit of the same course.</p>	3.0	<p><b>Mathematics</b> Must consist of Algebra I, Geometry, Algebra II, and a fourth math course from the following courses: Precalculus, Independent Study in Math, AP Statistics, AP Calculus AB, AP Calculus BC, AP Computer Science, IB Math Studies Subsidiary Level, IB Math Methods Subsidiary Level, IB Math Higher Level, IB Advanced Math Subsidiary Level, concurrent enrollment in college math courses, and Math Modeling with Applications. If selecting Math Modeling with Applications, it must be taken prior to Algebra II.</p>	4.0	<p><b>Mathematics</b> Must consist of: Algebra I, Geometry, Algebra II and an additional advanced mathematics course for which Algebra II is a prerequisite. Students must take one full credit of the same course.</p>	4.0
<p><b>Science</b> Must consist of Biology and Integrated Physics and Chemistry (IPC). A student may substitute Chemistry or Physics for IPC but then must use the second of these two courses as the academic elective credit identified below. Note: students must take one full credit of the same course. Integrated Physics and Chemistry will satisfy one of the lab-science requirements through 2011-2012.</p>	2.0	<p><b>Science</b> One credit must be a biology credit (Biology, AP Biology or IB Biology). Students must choose two credits from the following areas:  <ul style="list-style-type: none"> <li>■ Integrated Physics &amp; Chemistry</li> <li>■ Chemistry, AP Chemistry or IB Chemistry,</li> <li>■ Physics, AP Physics or IB Physics, or Principles of Technology I.</li> </ul>                     Not more than one credit may be chosen from each of the areas to satisfy this requirement. IPC cannot be taken as the final or fourth year of science, but must be taken before the senior year of high school. IPC will satisfy one of the lab-science requirements through 2011-2012. The fourth year of science may be selected from the following lab-based courses: Astronomy, Aquatic Science, Environmental Science, Earth &amp; Space Science, AP Biology, AP Physics B, AP Physics C, AP Chemistry, AP Environmental Science, IB Biology, IB Physics B, IB Physics C, IB Chemistry, IB Environmental Systems, Scientific Research &amp; Design, Anatomy &amp; Physiology of Human Systems, Medical Microbiology &amp; Pathophysiology, Principals of Technology I, Principals of Technology II, Engineering, Concurrent enrollment in college courses.</p>	4.0	<p><b>Science</b> Credits must consist of a biology credit (Biology, AP Biology or IB Biology), a chemistry credit (Chemistry, AP Chemistry or IB Chemistry), a physics credit (Physics, AP Physics or IB Physics), and an additional approved lab-based science course. After successful completion of a biology, chemistry and physics course, a student may select the fourth required credit form any of the following lab-based courses: Earth &amp; Space Science, Environmental Science, Aquatic Science, Astronomy, Anatomy &amp; Physiology of Human Systems, AP Biology, IB Biology, AP Chemistry, IB Chemistry, AP Physics, IB Physics, AP Environmental Science, IB Environmental Systems, Scientific Research &amp; Design, and Engineering.   <i>Note: Students must take one full credit of the same course. Integrated Physics and Chemistry (IPC) will not satisfy a science graduation requirement for the Distinguished Achievement Program.</i></p>	4.0

Minimum High School Program (Exhibit 4)		4 x 4 Recommended High School Program (Exhibit 5)		4 x 4 Distinguished High School Program (Exhibit 6)	
<b>Social Studies</b> Students must take one full credit of the same course. Must consist of World Geography or World History, United States History since Reconstruction, and 0.5 credit of United States Government.	2.5	<b>Social Studies</b> Students must take one full credit of the same course. Must consist of World Geography, World History, United States History since Reconstruction, and 0.5 credit of United States Government.	3.5	<b>Social Studies</b> Students must take one full credit of the same course. Must consist of World Geography, World History, United States History since Reconstruction, and 0.5 credit of United States Government.	3.5
<b>Economics</b> With emphasis on the Free Enterprise System and its benefits.	0.5	<b>Economics</b> With emphasis on the Free Enterprise System and its benefits.	0.5	<b>Economics</b> With emphasis on the Free Enterprise System and its benefits.	0.5
<b>Speech</b> Must be Communication Applications.	0.5	<b>Speech</b> Must be Communication Applications.	0.5	<b>Speech</b> Must be Communication Applications.	0.5
<b>Physical Education</b> Must include Foundations of Personal Fitness (0.5 credit). Students may earn no more than 2 credits toward state graduation requirements in physical education. Students may substitute certain physical activities for the required credits of physical education, including the 0.5 credits for Foundations of Personal Fitness. Substitutions must be based on physical activity involved in drill team, marching band, and cheerleading during the fall semester, Junior Reserve Officer Training Corps; athletics; Dance I-IV; 2 or 3 credit career and technical work-based training courses; and off-campus physical education. The District may award up to 2 credits for physical education for appropriate private or commercially sponsored physical activity programs conducted on or off campus, with approval by the Commissioner. 19 TAC 74.42, 74.52(b)(7)	1.5	<b>Physical Education</b> Must include Foundations of Personal Fitness (0.5 credit). Students may earn no more than 2 credits toward state graduation requirements in physical education. Students may substitute certain physical activities for the required credits of physical education, including the 0.5 credits for Foundations of Personal Fitness. Substitutions must be based on physical activity involved in drill team, marching band, and cheerleading during the fall semester, Junior Reserve Officer Training Corps; athletics; Dance I-IV; and 2 or 3 credit career and technical work-based training courses. The District may award up to 2 credits for physical education for appropriate private or commercially sponsored physical activity programs conducted on or off campus, with approval by the Commissioner. 19 TAC 74.43, 74.53(b)(7)	1.5	<b>Physical Education</b> Must include Foundations of Personal Fitness (0.5 credit). Students may earn no more than 2 credits toward state graduation requirements in physical education. Students may substitute certain physical activities for the required credits of physical education, including the 0.5 credits for Foundations of Personal Fitness. Substitutions must be based on physical activity involved in drill team, marching band, and cheerleading during the fall semester, Junior Reserve Officer Training Corps; athletics; Dance I-IV; and 3 credit career and technical work-based training courses. The District may award up to 2 credits for physical education for appropriate private or commercially sponsored physical activity programs conducted on or off campus, with approval by the Commissioner. 19 TAC 74.44, 74.54(b)(7)	1.5
<b>Health Education</b> or 1 credit of Health Science Technology. 19 TAC 74.62 (b)(8)	0.5	<b>Health Education</b> or 1 credit of Health Science Technology. 19 TAC 74.62 (b)(8)	0.5	<b>Health Education</b> or 1 credit of Health Science Technology. 19 TAC 74.62 (b)(8)	0.5
<b>Fine Arts</b> Students must take one full credit of the same course in 19 TAC 117, Subchapter C (relating to Texas Essential Knowledge and Skills for Fine Arts), except for any Speech course.	1.0	<b>Fine Arts</b> Students must take one full credit of the same course in 19 TAC 117, Subchapter C (relating to Texas Essential Knowledge and Skills for Fine Arts), except for any Speech course.	1.0	<b>Fine Arts</b> Students must take one full credit of the same course in 19 TAC 117, Subchapter C (relating to Texas Essential Knowledge and Skills for Fine Arts), except for any Speech course.	1.0

Minimum High School Program (Exhibit 4)		4 x 4 Recommended High School Program (Exhibit 5)		4 x 4 Distinguished High School Program (Exhibit 6)	
<p><b>Technology Applications</b> Students may satisfy this requirement by taking one full credit of any of the following:</p> <p>(1) Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics Animation, Multimedia, Video Technology, Web Mastering; or Independent Study in Technology Applications. (19 TAC 126)</p> <p>(2) Business Computer Information Systems I and II, Business Computer Programming, Telecommunications and Networking or Business Image Management and Multimedia; (19 TAC 120)</p> <p>(3) Computer Applications, Technology Systems (modular computer laboratory- based), Communication Graphics (modular computer laboratory- based), or Computer Multimedia and Animation Technology. (19 TAC 123)</p>	<b>1.0</b>	<p><b>Technology Applications</b> Students may satisfy this requirement by taking one full credit of any of the following:</p> <p>(1) Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/ Animation, Multimedia, Video Technology, Web Mastering, or Independent Study in Technology Applications, and for students entering ninth grade in the 2004-05 school year or thereafter, state approved technology application innovative courses. (19 TAC 126)</p> <p>(2) Business Computer Information Systems I or II, Business Computer Programming, Telecommunications and Networking or Business Image Management and Multimedia; (19 TAC 120)</p> <p>(3) Computer Applications, Technology Systems (modular computer laboratory- based), Communication Graphics (modular computer laboratory-based), or Computer Multimedia and Animation Technology. (19 TAC 123)</p> <p><i>An AISD student participating in coherent sequence of Career and Technical Education courses may demonstrate proficiency and earn credit through credit by examination.</i></p> <p>Media Technology Sequence: 1st Course – Intro to Media Tech. 2nd Course – Media Tech I CBE for Video Tech course credit</p> <p>Transcripted Courses: Intro to Media Tech I Media Tech I Video Tech (Tech Apps required)</p> <p>Computer Networking Sequence: 1st Course – Basic Computer Tech 2nd Course – Internetworking Tech I CBE for Computer Apps course credit</p> <p>Transcripted Courses: Basic Computer Tech Internetworking Tech I Computer Apps (Tech Apps required).</p>	<b>1.0</b>	<p><b>Technology Applications</b> Students may satisfy this requirement by taking one full credit of any of the following:</p> <p>(1) Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/ Animation, Multimedia, Video Technology, Web Mastering, or Independent Study in Technology Applications, and for students entering ninth grade in the 2004-05 school year or thereafter, state approved technology application innovative courses. (19 TAC 126)</p> <p>(2) Business Computer Information Systems I or II, Business Computer Programming, Telecommunications and Networking or Business Image Management and Multimedia; (19 TAC 120)</p> <p>(3) Computer Applications, Technology Systems (modular computer laboratory- based), Communication Graphics (modular computer laboratory-based), or Computer Multimedia and Animation Technology. (19 TAC 123)</p> <p><i>An AISD student participating in coherent sequence of Career and Technical Education courses may demonstrate proficiency and earn credit through credit by examination.</i></p> <p>Media Technology Sequence: 1st Course – Intro to Media Tech. 2nd Course – Media Tech I CBE for Video Tech course credit</p> <p>Transcripted Courses: Intro to Media Tech I Media Tech I Video Tech (Tech Apps required)</p> <p>Computer Networking Sequence: 1st Course – Basic Computer Tech 2nd Course – Internetworking Tech I CBE for Computer Apps course credit</p> <p>Transcripted Courses: Basic Computer Tech Internetworking Tech I Computer Apps (Tech Apps required).</p>	<b>1.0</b>
<p><b>Academic Elective</b> Must be selected from World History, World Geography, or any science course approved by the State Board of Education for science credit under 19 TAC 112 (relating to Essential Knowledge and Skills for Science). If a student elects to replace IPC with either chemistry or physics as described in Science above, the academic elective must be the other of these two science courses.</p>	<b>1.0</b>	<p><b>Languages Other than English</b> Must consist of two levels of the same language.</p>	<b>2.0</b>	<p><b>Languages Other than English</b> Must consist of three levels of the same language.</p>	<b>3.0</b>

Minimum High School Program (Exhibit 4)		4 x 4 Recommended High School Program (Exhibit 5)		4 x 4 Distinguished High School Program (Exhibit 6)	
<p><b>Electives</b> Must be selected from the list of courses approved by the SBOE for grades 9-12 as specified in 19 TAC 74.41 or 19 TAC 51(g), as applicable (relating to Essential Knowledge and Skills for the Foundation and Enrichment Curriculum), state approved innovative courses as specified in 19 TAC 74.27 (relating to Innovative Courses and Programs), Junior Reserve Officer Training Corps (1 to 4 credits), or Driver Education (0.5 credit) A maximum of 3 credits of Reading I, II or III for elective credit may be offered by local policy to identify students.</p>	<b>4.5</b>	<p><b>Electives</b> Must be selected from the list of courses approved by the SBOE for grades 9-12 as specified in 19 TAC 74.41 or 74.51(g) as applicable (relating to Essential Knowledge and Skills for the Foundation and Enrichment Curriculum), state approved innovative courses as specified in 19 TAC 74.27 (relating to Innovative Courses and Programs), Junior Reserve Officer Training Corps (1 to 4 credits), or Driver Education (0.5 credit). All students who wish to complete the Recommended High School Program are encouraged to study each of the four foundation curriculum areas (English language arts, mathematics, science and social studies) every year in high school. A maximum of 3 credits of Reading I, II or III for elective credit may be offered by local policy to identify students.</p>	<b>3.5</b>	<p><b>Electives</b> Must be selected from the list of courses approved by the SBOE for grades 9-12 as specified in 19 TAC 74.41 or 19 TAC 74.51 (relating to Essential Knowledge and Skills for the Foundation and Enrichment Curriculum), state-approved innovative courses as specified in 19 TAC 74.27 (relating to Innovative Courses and Programs), Junior Reserve Officer Training Corps (1 to 4 credits), or Driver Education (0.5 credit). All students who wish to complete the Distinguished Achievement High School Program are encouraged to study each of the four foundation curriculum areas (English language arts, mathematics, science and social studies) every year in high school. A maximum of 3 credits of Reading I, II or III for elective credit may be offered by local policy to identify students.</p>	<b>2.5</b>
<p>Derived from 19 TAC 74.42; 74.52.  Substitutions/Alternatives College Board Advanced Placement and International Baccalaureate courses may be substituted for courses required in appropriate areas. Credit may also be awarded without prior instruction through credit by examination. 19 TAC 74.41(g), 74.24, 74.51(h).</p>		<p>Derived from 19 TAC 74.43.  Substitutions/Alternatives No substitutions shall be allowed in the Recommended High School Program, except as allowed by the State Board rule and local policy. College Board Advanced Placement and International Baccalaureate courses may be substituted for requirements in appropriate academic areas. Credit may be awarded for core courses without prior instruction through credit by examination. Derived from 19 TAC 74.41(g); 74.24; 74.44(e) and 74.51(h).</p>		<p>Derived from 19 TAC 74.44; 74.54.  Substitutions/Alternatives No substitutions shall be allowed, except as allowed by State Board rule and local policy. College Board Advanced Placement and International Baccalaureate courses may be substituted for requirements in appropriate academic areas. Credit may also be awarded without prior instruction through credit by examination. 19 TAC 74.41(g), 74.24, 74.44(e) 74.54(e).  continued below *</p>	
<p><b>Total Credits for Minimum High School Program</b></p>	<b>22</b>	<p><b>Total Credits for Recommended High School Program</b></p>	<b>26</b>	<p><b>Total Credits for Distinguished High School Program</b></p>	<b>26</b>

Approved concurrent enrollment in a college level course (dual credit) is an acceptable course substitution. See list of AISD Approved Dual Credit Courses for Austin Community College.

**\* Advanced Measures**

A student also must achieve any combination of four of the following advanced measures. The measures must focus on demonstrated student performance at the college or professional level. Student performance on advanced measures must be assessed through an external review process. The advanced measures are as follows:

1. An original research /project that is: (a) Judged by a panel of professionals in the field that is the focus of the project; or (b) Conducted under the direction of mentor (s) and reported to an appropriate audience; and (c) Related to the required curriculum set forth in 19 TAC 74.1 (relating to Essential Knowledge and Skills). Original research/projects may not be used for more than two of the four advanced measures.

2. Test data in which a student receives: (a) A score of three or above on the College Board Advanced Placement examination; (b) A score of four or above on an International Baccalaureate examination; or (c) A score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of the College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

3. A grade of 3.0 or higher in courses that count for college academic credit, including tech-prep articulated college courses.

**Graduation Requirements for Students Receiving Special Education Services**

A secondary program for students with disabilities will terminate when the student graduates or when the student no longer meets the age requirement for eligibility. A student with disabilities who has not reached his or her 22nd birthday on September 1 of a scholastic year shall be eligible for services through the end of that scholastic year or until graduation. Graduation constitutes a release from services and is a change in placement.

A student receiving special education services may graduate and be awarded a high school diploma if:

- 1) The student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation applicable to students in general education, including satisfactory performance on the exit-level assessment instrument; or
- 2) The student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation applicable to students in general education and has been exempted from the exit-level assessment instrument under TEC chapter 39.027(a)(2)(b).
- 3) A student receiving special education services may also graduate and receive a regular high school diploma when the student's ARD committee has determined that the student has successfully completed:
  - A. The student's Individualized Educational Plan (IEP) and met one of the following conditions:
    1. Full time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the district.
    2. Demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the district; or
    3. Access to services that are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program.
  - B. The state's or district's (whichever is greater) minimum credit requirements for students without disabilities; and
  - C. The state's or district's (whichever is greater) minimum curriculum requirements to the extent possible with modifications/substitutions only when it is determined necessary by the ARD committee for the student to receive an appropriate education.
- 4) A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

*Information regarding Senate Bill 673:*

A school district shall issue a certificate of attendance to a student who receives special education services and who has completed four years of high school but has not completed the student's IEP. This bill does not preclude a student from receiving a diploma once the IEP has been completed. The district shall allow a student who receives a certificate of attendance to participate in a graduation ceremony. A student may participate in only one graduation ceremony under this new subsection.

**Required Exit Level Tests for Graduates of 2009**

Students must complete all graduation requirements for the TEA Recommended or Distinguished High School Graduation Programs, and pass certain tests, such as the TAKS (Texas Assessment of Knowledge and Skills) exit level tests. (With written parental permission students can graduate under the Minimum plan).

The state of Texas requires every public school district to assess students' mastery of state curriculum standards, the Texas Essential Knowledge and Skills (TEKS). The exit level test is designed for the 11th grade. Every student must pass the 4 TAKS (Texas Assessment of Knowledge and Skills) tests as one of the requirements for graduation (as listed above). The tests assess English/language arts, mathematics, science and social studies, requires knowledge of Algebra and Geometry, Biology and Integrated Chemistry and Physics, English III, and early American and United States History.

The following courses will be offered for local credit as a review for those tests that were not mastered.

*TAKS Math Preparatory course-* This is a locally developed course for local credit. The students will review the Math objectives needed to successfully master the exit level TAKS Math test. Those objectives will review functional relationships, properties, linear and quadratic functions, geometric and spatial relationships, two and three dimensional representations, shapes, measurements and similarity, the understanding of percepts, proportional relationships, probability and statistics in the application of problems and an understanding of the mathematical processes and tools needed in problem solving, Students must master the Math TAKS test as a requirement for graduation.

*TAKS Science Preparatory course-* This is a locally developed course for local credit. The student will review the Science objectives needed to successfully master the exit level TAKS Science test. These objectives will cover the demonstration of an understanding of the nature of science, organization of living systems, the interdependence between organism and the environment, structures and properties of matter, and the understanding of motion, forces, and energy. Students must master the Science TAKS test as a requirement for graduation.

*TAKS Reading/English Language Arts /Writing Preparatory course-* This is a locally developed course for local credit. The student will review the writing and language arts skills necessary to master the exit level English Language Arts/Writing TAKS Test. The student will demonstrate an understanding of culturally diverse written tests, demonstrate the ability to analyze written texts and visual representations, effects of literacy elements and techniques, produce an effective composition for a specific purpose, demonstrate the command of spelling, capitalization, punctuation, grammar usage, and sentence structure. The student will demonstrate the ability to revise and proofread to improve clarity and effectiveness of a piece of writing. Students must master the Reading and ELA/Writing TAKS tests as a requirement for graduation.

*TAKS Social Studies Preparatory course*– This is a locally developed course for local credit. The students will review the Social Studies objectives needed to successfully master the exit level TAKS Social Studies test. The students will review and demonstrate an understanding of issues and events in US history, geographic influences on historical issues and events, economic and social influences, political influences on history. The student will learn to use critical thinking skills to analyze social studies information. Students must master the Social Studies TAKS test as a requirement for graduation.

**Semester and Final Examinations**

All AISD students enrolled in high school courses are required to take semester examinations and/or complete culminating activities in all courses (EIAA Local). Each student in special education will be required to take final examinations for regular course credit unless the student qualifies for an exemption or the Admission, Review and Dismissal (ARD) Committee recommends some alternative method by which the student may complete the course requirements.

**Early Graduation**

Students may graduate from high school early if the student completes each course required for graduation and meets the District requirement for graduation. Students who graduate from a Texas public high school in no more than 36 consecutive months are eligible for a \$2,000 credit (an additional \$1,000 will be awarded if the student also graduates with at least 15 hours of college credit) for tuition at any public college or university in Texas or at any nonprofit independent institution that agrees to provide the student a \$2,000 scholarship to match the state funds. The student must contact his/her counselor or the Texas Higher Education Coordinating Board (THEC) to obtain a three-part application. After the application has been completed, the student must obtain a signature from the counselor or principal. The counselor submits to the Texas Higher Education Coordinating Board upon the student's request. The Board will notify the Texas college or university of the student's eligibility. Students wishing to pursue this option should file their intention as early as possible, preferably in their 10th grade year, with the school counselor or registrar.

**High school courses taken in middle school** may count toward the graduation requirements. Examples of these courses are Health Education, Communication Applications (speech), Keyboarding, Algebra I, and Languages Other Than English (LOTE). Students must take the same LOTE course to earn one unit of LOTE credit.

Students must complete part A and part B to earn one high school credit which will satisfy one year of Languages Other Than English requirement in AISD graduation plans. Students who complete only part A or part B will receive .5 credit toward Languages Other Than English. High school level courses completed at the middle school level, regardless of outcome, shall convert to the high school academic record and are included in calculating high school grade-point averages and will appear on the high school transcript.

NOTE: Students wishing to avoid a high school level course converting to the high school academic record must withdraw from the course prior to the end of the course.

**Correspondence/Distance Learning Courses** offer students the freedom to choose when to take a course and under what conditions. Distance learning course opportunities are available throughout the year. Many students enroll through the University of Texas at Austin Continuing Education Center or Texas Tech. There is a fee to enroll for each course. See your counselor or registrar for information and enrollment procedures. Prior to enrollment in correspondence courses, students must make a written request to the principal or designee for approval to enroll in the course. If approval is not granted prior to enrollment, the student will not be awarded credit toward graduation.

Students who score 70 percent or above in a correspondence or a distance learning course shall receive credit for the academic course at the secondary level. Failing scores on a correspondence or distance learning course are not recorded on the transcript. A passing correspondence or distance learning grade cannot be yearlong averaged with a failing correspondence or distance learning grade for award of credit.

Passing grades earned through a correspondence or distance learning course may be yearlong averaged with grades earned in the classroom, traditional setting, or credit recovery programs.

Credit earned through a correspondence or distance learning course is transcribed as a non-weighted course.

Correspondence or distance learning scores for high school courses shall be used in computing the student's grade point average (GPA) and rank. Students may not retake a correspondence or a distance learning course for a higher grade once the student has met the minimum passing standard of the given course.

**Credit by Examination (CBE) General Guidelines:**

Credit by exam for acceleration is offered at no cost on three Saturdays in the fall and three days in June through the Office of Systemwide Testing. Specific dates and information may be obtained through your counselor or registrar. The District uses Texas Education Agency-approved examinations from the University of Texas or Texas Tech University for students in grades 6 –12. A list of available examinations may be obtained from the school counselors, university centers, or the Office of Systemwide Testing. Counselors or registrars will submit required applications and appropriate forms for credit by examination testing to the Office of Systemwide Testing by scheduled deadlines. Registration forms will require a parent/guardian signature. A counselor's signature must be secured as verification that the student's records indicate testing for acceleration or prior instruction in a course.

It is the responsibility of the school staff to provide the parent and or student with a copy of the study guide for the course(s) requested. Study guides for grades 9 -12 courses are online at the UT Distance Education website: <http://www.utexas.edu/cee/dec> and on the Texas Tech website: <http://www.depts.ttu.edu/ode/>.

Exams are scored by UT or Texas Tech and returned to Systemwide Testing, who then forwards the score reports to the school. A counselor or designated school staff member must inform the parent/guardian and student of the score.

Failing scores on credit by examination are not recorded on the transcript. A passing credit by examination grade cannot be

yearlong averaged with a failing credit by examination grade for award of credit. Passing grades earned through credit by examination may be yearlong averaged with grades earned in the classroom, traditional setting, or credit recovery programs.

Students may not rescind a request for credit through credit by examination once the test has been completed. Students may not retake credit by examination for a higher grade once the student has met minimum passing standard nor take credit by examination for the purpose of earning a higher grade to replace an existing passing grade in a course. Credit earned through credit by examination is transcribed as a non-weighted course.

Examination scores for high school courses will be used in computing the student's grade point average (GPA) and rank in class.

If students fail a credit by examination and wish to retest, they may retake the exam one time at their own expense through the University of Texas or Texas Tech University Distance Learning Centers or wait for the next District administration of the examination with campus approval.

**Credit by exam without prior instruction (acceleration):** District students who have mastery in a subject but have not received prior instruction in the subject area or grade level may take credit by examination for acceleration to gain credit for those subjects or grade levels. Students who score 90 percent or above on a District-approved test for acceleration may receive credit for the course.

**Credit by exam with prior instruction:** District students who have received formal prior instruction in a subject area may take credit by examination for credit recovery or validation of credit. The District will pay for CBE tests for validation from nonaccredited private or homeschool programs. The District does not pay for credit by exam for credit recovery; students must make their own arrangements to recover credit for a failed course.

- Prior instruction as defined by the District shall include:
1. Enrollment in a nonaccredited public, private, parochial school, or homeschooling program, as verified by an official school transcript/record or as evidenced by a student work portfolio that may include: course syllabus, work samples, completed culminating exam, and list of resources (textbooks, websites, etc)  
or
  2. For a semester course (18 weeks), proof of at least 9 weeks of classroom instruction or
  3. Proof of completion of half of the required lessons of a correspondence course.

Previous administrations of credit by examination do not constitute prior instruction. Students enrolling from nonaccredited programs may be scheduled for courses in the next sequence level of the subject area in which they are being tested. Students desiring validation of high school credits must complete all tests for credit by examination within eighteen weeks of enrollment.

Students in grades 6-12 at secondary schools who score 70 percent or above on a CBE with prior instruction shall receive credit for the academic course at the secondary level. If the student

does not receive a passing score on the credit by examination with prior instruction administered by the District and does not retake the examination at his or her own expense through one of the university centers, the student will be enrolled in the specific course(s) in AISD for which he or she tested but did not receive credit.

**Dual credit** High school and college credit can be earned at the same time by taking college courses while still in high school. Some dual credit courses may be offered on high school campuses or through Distance Learning. For detailed information about the qualifications and enrollment in dual credit opportunities through ACC's Early College Start Program, consult with your school counselor. A list of pre-approved dual credit courses offered at ACC is listed in Appendix B of this guide. Upon completion of a course taken through the Early College Start Program, an ACC transcript must be submitted to the registrar's office for the purpose of validating credit, including co-enrollment courses, if the co-enrollment course is to be used as an advanced measure for DAP consideration.

**Tech Prep and Credit-in-Escrow** allow students to earn high school credit for upper division Career and Technical courses and at the same time qualify for college credit at Austin Community College through a program called Tech Prep or Credit-in-Escrow. High school students have the option of choosing a career-oriented program that offers them the chance to take technical courses for college credit. The goal of the Tech Prep program is to prepare students with advanced training and life-long skills required for employment and higher education. Tech Prep integrates applied academics, career education and work-based learning. Students must be enrolled in a Tech Prep program and register in the Career and Technical Education Management Application (CATEMA) system or complete an identification form for school records to earn Credit-in-Escrow. Students are to follow the suggested sequence of courses for the particular Tech Prep program; earn a grade of 80 or above in the identified course; and complete a transcript request identifying Tech Prep eligibility with their designated campus counselor or registrar.

**Summer school** courses may be taken for credit. Students may take courses in summer school for enrichment, acceleration, or remediation. Summer school grades are counted in the grade-point average. The only exception to this will be for students in grade 12 who are planning to graduate in the summer of a given school year. Grades earned in summer courses by these graduating seniors shall be recorded for credit purposes only, as numerical grades, and will be excluded from GPA calculation. Information about summer school is available during the spring semester at the high school campus.

**Alternative course credit** may be awarded by the District with prior written approval from the Austin ISD Curriculum Department. Approval forms may be obtained from your campus registrar. Students can receive credit for participation in non-district/non-secondary public or private programs that advertise high school graduation credit as long as the course content and expectations match the Texas Essential Knowledge and Skills (TEKS) set forth by the State of Texas. Awarding of credit is determined by individual districts

## Academic Recognition

### Honor Roll System

The honor roll system recognizes and rewards academic achievement each grading period. Students are placed on honor rolls based on grade point average for the grading period. Eligibility for the honor roll has no direct relationship to National Honor Society for high school (NHS), which has requirements that include other factors.

### National Honor Society

Membership in the National Honor Society is based on excellence in four areas: scholarship, leadership, service and character.

Definitions of these four areas are as follows:

- **Scholarship.** The student has a minimum grade point average (GPA) established by the high school faculty council.
- **Character.** Meets responsibilities; is reliable, honest, truthful and courteous and has perseverance.
- **Leadership.** Is resource; demonstrates initiative; sets good example and successfully holds positions of responsibility;
- **Service.** Volunteers; assists teachers and staff; participates in community activities and acts with or on behalf of others; without any direct financial or material compensation to the individual performing the service.

Each category is judged independently. To be eligible for consideration for membership, a student must have the minimum GPA established by the high school faculty council on all course work completed. In addition to this academic requirement, outstanding character, service and leadership at school and in other activities is required.

### Standards for National Honor Society at High School include:

- All local selection guidelines for NHS must conform to the national guidelines.
- Each campus will have a five-member faculty council with a chapter adviser. The adviser will exercise the duties outlined in the NHS Constitution published by the national office of NHS.
- Guidelines will be fairly and consistently applied and any changes in guidelines will be publicized prior to implementation.
- Each campus must establish and publicize written NHS guidelines annually and forward a copy to the Associate Superintendent for High Schools.
- All schools will publicize the selection process and make the information available to parents, students and faculty members upon request. The selection criteria will be publicized in the District's Secondary School Information Guide (SSIG) annually.
- Students in grades 11 and 12 are eligible for membership. Students in grade 10 are eligible for candidacy during the spring of their sophomore year.

- The faculty council will establish a minimum GPA. Students meeting the established GPA are qualified to apply for membership in the NHS. The GPA will be calculated in the same manner as usually calculated in AISD.
- Each campus may utilize the Student Activity Information Form suggested by the national office or a similar document.
- Faculty evaluation forms will be used, and the evaluator will sign each form. The evaluator must be prepared to support any below average rating to the faculty council with substantiating data based on sound professional judgment and action. Faculty advisers will conduct informal interviews with faculty members regarding below-average ratings that appear to be unique.
- The faculty council will establish an equally weighted point system to rate students equally in scholarship, leadership, service and character. Teacher input would be compiled using the system developed by the faculty council.
- Once scholarship criteria for entry are established, each campus will establish a rubric for weighting grade point averages that are above the minimum.
- Student applicants should submit documentation of service to the faculty council, who will establish a rating for service based on hours and contributions made by the student.
- All high schools will follow the national guidelines for NHS.

### Rank in Class

In order to determine an individual's class rank, a student's grade point average (GPA) is compared with the GPA's of students within the class for which he/she is ranked. The highest accumulated GPA is ranked #1 and the lowest is the student who has the lowest GPA in the total number of students in that particular class. Class ranks are computed at the end of each semester; thus one's rank does not change each six weeks although a student's Honor Roll status may change. Students entering the District from out of district schools will be ranked according to the rank practices utilized in AISD.

All courses assigned a numerical grade (including high school courses completed prior to grade 9, local credit courses, repeated courses and all courses earned through credit-by-exam, correspondence and Dual Credit are included in the student's grade-point average (GPA) calculation, excluding credits denied due to excessive absences.

Exception: The only exception to this will be for students in grade 12 who are planning to graduate in the summer of a given school year. Grades earned in summer courses by these graduating seniors shall be recorded for credit purposes only, as numerical grades will be excluded from GPA calculation. For those seniors who return the following school year to complete additional coursework, grades earned during the summer will be included in GPA calculations in the new school.

Please note the following credit definitions:

- State credit (counts towards graduation)
- Local credit (does not count towards graduation)

- Locally developed courses (may or may not count toward graduation – see counselor or ARD committee chairperson for details)
- Repeated credit (student repeats a course where a minimum passing grade of 70 was previously attained)

In instances where a student repeats a course where a minimum passing grade of 70 was previously attained, these credits are also referred to as local credit courses.

A "comparative rank" means the student's District GPA is compared numerically to other students in that grade level and in that school. Comparative class ranks will be issued under the following circumstances:

1. When a student transfers to a District high school from outside the District or transfers from one District high school to another, including seniors who are transferring through NCLB choice options.
2. When a potential three-year graduate is reclassified to grade 12 prior to receiving a final class rank.
3. When a student included in the alternative rank system is issued a final class rank, it will be a comparative rank.

An "alternative rank" system is used to honor identified students in grades 9-12 who are receiving special education services to encourage academic achievement and citizenship. The alternative rank system shall be referred to as the District Recognition Scholar Award. A comparative class rank will be issued for those students included in the alternative rank. [See FG (REGULATION)]

Foreign exchange students, upon admission to a District high school, shall be required to state in writing whether or not they intend to seek a high school diploma from a District high school. Those who declare in writing that it is not their intent to seek a high school diploma will be excluded from calculation of class rank. See your campus registrar for appropriate paperwork [FD Regulation].

A candidate for valedictorian or salutatorian must meet all course requirements, have been enrolled and attending classes in the same district high school for the entire school year in which the graduation requirements are met, and complete the Recommended High School Program or the Distinguished Achievement High School Program. Ranking recognition is as follows:

**Valedictorian** meets all the requirements for graduation and has the highest grade point average in the graduating class.

**Salutatorian** meets all the requirements for graduation and has the second highest grade point average in the graduating class.

**Co-Valedictorian** will be named in the event of a tie for the Valedictorian. The position of Salutatorian will then remain vacant.

**Co-Salutatorians** will be named in the event of a tie for Salutatorian.

**Graduates with Highest Honors** are students whose rank-in-class are within the top two percent.

**Graduates with Higher Honors** are students whose rank-in-class are within the next three percent.

**Graduates with High Honors** are students whose rank-in-class are within the next five percent.

**The Top 10% ruling (no changes)**

Students who are ranked in the top 10 percent of their graduating class are automatically admitted to a Texas public college or university of their choice. Students must apply for admission no later than two years after graduating from a Texas high school, and they must submit a completed application before the expiration of any filing deadline established by the college or university. Colleges and universities may require an essay, letters of recommendations, admission and placement tests, fees, and an official high school transcript. Colleges and universities may add additional requirements under this ruling. Check with the counselor at your high school.

**Uniform Admissions Policy**

**Graduating Class of 2009**

HB 3826 adds the requirement that students complete the recommended high school or distinguished achievement diploma program, or its equivalent, to be considered for admissions to any general academic teaching institution, including those with open enrollment policies. Since passage of this legislation, the Texas Higher Education Coordinating Board (THECB) has adopted emergency rules to permit general academic institutions to continue admitting students who would not qualify for admissions under the new requirements until August 31, 2009.

**Graduating Class of 2010 and Thereafter**

In addition to the admission requirements listed under the graduating Class of 2009, all students must complete the recommended high school or distinguished diploma program to be considered for admissions to any general academic teaching institution, including those with open enrollment policies. See your high school counselor for complete details.

AISD policies are updated regularly. Please check the AISD website for online policy and up-to-date policy information—[www.austinisd.org](http://www.austinisd.org).

**Texas Tuition and Fee Exemption for Recipients of Temporary Assistance for Needy Families (TANF)**

The State of Texas will waive tuition and fees for the first year at a Texas public institution of higher education including universities, colleges, community colleges, junior colleges, and technical colleges. To be eligible:

- Be a Texas resident;
- Have graduated from a public high school in Texas;
- Have been a dependent child whose parents received financial assistance through the TANF program for at least six months of the year of the child's high school graduation;
- Are younger than 22 years of age on the date of enrollment;
- Enroll as an undergraduate student at a public college or university and start using the award within 24 months of graduation from high school; and
- Enroll in classes for which the college receives tax support (i.e., a course that does not depend solely on student tuition and fees to cover its costs).
- May be used only at Texas public colleges and universities.

- The student must provide proof from the Department of Human Services of receiving TANF benefits to the college registrar.

### Toward Excellence, Access and Success (TEXAS) Grant Program

The TEXAS Grant Program was designed to help well-prepared high school graduates with financial need go to college. Applicants for an initial award:

- Are Texas residents
- Have not been convicted of a felony or crime involving a controlled substance
- Show financial need
- Register for the Selective Service or are exempt from this requirement *AND*
- Be a graduate of an accredited Texas public or private high school not earlier than the 1998-99 school year
- Complete the Recommended High School Program or Distinguished Achievement Program
- Enroll in a non-profit public college or university in Texas within 16 months of high school graduation
- Have accumulated no more than 30 semester credit hours, excluding those earned for dual credit or concurrent courses or awarded for credit by examination (AP, IB or CLEP) *OR*
- Have earned an associate degree from a public technical, state or community college in Texas and
- Enrolled in any public university in Texas no more than 12 months after receiving their associate's degree.

Application does not ensure the student will receive award. For more information go to: [www.collegefortexans.com](http://www.collegefortexans.com)

### Non-citizen In-state Tuition at Public Post-secondary Institutions in Texas

HB 1403 provides that a non-citizen shall be classified as a resident for tuition purposes if they have lived in Texas with a parent or guardian, and

- Graduated from a public or private accredited high school, or received a GED;
- Attended a public or private high school for three or more years as of the date of high school graduation; and
- Provides to the institution an affidavit stating that the individual will file an application to become a permanent resident as soon as they are eligible to do so.
- Other restrictions may apply. Check with the counselor at your high school. The student must be eligible for state aid.

Check with your Counselor for more information on Financial Aid And Scholarship Opportunities. Additional information can be located on [www.austinisd.org/academic/ssss](http://www.austinisd.org/academic/ssss)

### College Preparation and College Testing Information

All AISD students are strongly encouraged to take tests required to qualify for college admission and scholarships. Generally, the

most effective preparation for any of the tests is a rigorous course of study, regular school attendance, and consistent, strong study skills. Knowing what kinds of tests will be required or recommended is critical to planning and preparation.

### Pre-college Entrance Tests

The Preliminary Scholastic Aptitude Test (PSAT) and National Merit Qualifying Test (NMQST) provide students an opportunity to take a practice test that is very much like the SAT. The SAT is a test students may take as part of their college admission. Any freshman, sophomore, or junior may take the PSAT/NMQST on their campus. Juniors are strongly encouraged to take the PSAT/NMQST. For juniors, the PSAT/NMQST is the National Merit Scholarship qualifying test. Juniors who perform exceptionally well on the test might be eligible for National Merit Scholarships. All Texas colleges and universities will accept either the SAT or the ACT for admissions purposes. These two tests are different, and excellent performance on one does not necessarily predict excellent performance on the other. When deciding which test to take, students should select the one that best matches their strengths. The ACT measures achievement in English, mathematics, reading, and science reasoning and covers content typically taught in high schools across the United States. The SAT measures critical reading, writing and mathematical knowledge and aptitude and includes some material not generally taught in school.

**The ACT** is a three-hour multiple-choice test measuring achievement in four areas: English, mathematics, reading, and science reasoning. The writing test, which is optional, measures skill in planning and writing a short essay. Each sub-test yields a score of 1-36. Averaging the four sub-tests produces a composite score that also is reported on a scale of 1-36.

**The SAT** (Reasoning Test) is a three-hour and forty-five minute test of critical reading, writing and mathematical abilities administered by the College Board. It also includes a twenty-five minute essay for the writing portion. Students will receive three scores on the 200-800 scale-one for critical reading, one for math, and one for writing. Students will also receive two sub-scores: a multiple-choice score from 20-80 and an essay score from 2-12. The total writing score, which is a combination of the multiple-choice and essay scores, is reported on the 200- 800 scale. The essay will make up approximately 30% of the writing section score.

**The THEA** (Texas Higher Education Assessment) is required for entry to any Texas public college or university. Students must take and pass tests in reading, mathematics, and writing. This is not the same as the Texas Assessment of Academic Skills (TAAS) or the Texas Assessment of Knowledge and Skills (TAKS), which students must take and pass in order to receive a high school diploma. Even students who wish to take dual credit courses or to concurrently enroll in high school and college must have THEA scores prior to enrolling in college courses. The THEA Program consists of the three tests that measure skills students have learned in high school, advisement and placement, and remediation for students who do not pass one or more sections. THEA is not an admissions test. It will not limit students' access to college. Students may be exempt from the THEA test if they score high on the ACT, SAT or the exit-level TAKS test. Students must score at or above the following to be exempt from the THEA.

**ACT** – composite score of 23 with a minimum of 19 on both the English and math tests; or

**SAT** – combined verbal and math score of 1070 with a minimum of 500 on both the verbal and math tests; or

**TAKS** – Math 2200, Language Arts 2200, and Writing Subsection 3. Students should check with their counselor to see if they qualify as THEA exempt. Colleges vary in their admissions requirements and in their use of college admissions test scores. Students should consult the admissions offices for specific information. Many colleges encourage students to take both tests and use their best score.

### **Content-based Tests**

The SAT Subject Tests are one-hour, primarily multiple-choice tests that measure student's knowledge and skills in particular subject areas, as well as their ability to apply that knowledge. Many selective colleges and universities require that students take one or more of these tests as part of the admissions process or for placement purposes in college courses. Students should consult the admissions offices of the schools they are considering to determine if SAT Subject Tests are required. Students should take SAT Subject Tests at the end of corresponding high school courses. For example, a student who completes chemistry at end of the junior year is encouraged to take the SAT chemistry test in June following the junior year.

**Advanced Placement (AP) Exams** give students the opportunity to earn college credit while still in high school. Each AP course is based upon a national course outline equivalent to a first-year college course. At the completion of each AP course taken in high school, students have the opportunity to take the AP exam in that subject. AP exams are given only once a year, in May. They are offered at the student's high school campus. Policies for granting college credit based on performance on an AP test vary from college to college. Students should consult college admissions offices to determine individual institution policies.

Registration materials for all of the tests discussed in this section are available on all high school campuses.

Students with disabilities may qualify for special accommodations on each of these tests. Students should consult the test registration materials and/or their high school counselors for specific information about accommodations.