

# SECTION III:

## High School

### Information and Graduation Requirements



# AIISD

**AIISD Disclaimer:**

The contents of the Secondary School Information Guide are relevant to AIISD Policy (Legal and Local), Regulation and Practice as of January 2011. 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 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 when a student, the student's parent or guardian, the counselor and the principal agree in writing, signed by each party, that the student should be permitted to take courses under the MHSP. The AISD Permission to Graduate form on the Minimum Graduation Plan may be obtained from your school counselor. Refer to the permission form for eligibility requirements.

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 programs of study are divided into sixteen clusters. The clusters are a method of organizing the available electives into manageable college/career focus areas.

Majors are a sequence of courses (3 or more) within a cluster. 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 Program 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 program of study 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 clusters available in AISD.

- Agriculture, Food, & Natural Resources
- Architecture & Construction
- Arts, AV & Communication
- Business Management & Administration
- Education & Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution, & Logistics

Students are urged to take the courses in a coherent sequence to maximize the effectiveness of the learning. In many of the majors, college articulated credit is dependent on following the correct sequence of courses. Your teachers and counselors will be glad to help you review your interests and skills to help you determine what program of study 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 26 credits for graduation, or the Distinguished Achievement High School Program which requires 26 credits including three years of Language Other than English, plus advanced measures. 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 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 the fall of 2007, 2008 and 2009 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 2007) Exhibit 2.
- 3) Distinguished Achievement High School Program (as approved by the State Board of Education in 2007) Exhibit 3.

Recommended High School Program and Distinguished High School Program graduation requirements changed for students entering Grade 9 in the fall of 2010 and thereafter. Each graduation program exhibit outlines course requirements specific to the given graduation program:

- 1) Minimum High School Program with Austin ISD Modification Exhibit 4.
- 2) Recommended High School Program with Austin ISD Modification Exhibit 5.
- 3) Distinguished Achievement High School Program with Austin ISD Modification Exhibit 6.

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

## Austin ISD Graduation Plans

Students who enter 9th grade in the fall of 2007, 2008 and 2009 must demonstrate proficiency for one of the graduation program requirements outlined in Exhibits 1-3. 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.

Minimum High School Program (Exhibit 1) Entering 9th Graders in 2007, 2008 and 2009		4X4 Recommended High School Program (Exhibit 2) Entering 9th Graders in 2007, 2008 and 2009		4X4 Distinguished High School Program (Exhibit 3)* Entering 9th Graders in 2007, 2008 and 2009	
<p><b>English Language Arts +</b></p> <ul style="list-style-type: none"> <li>■ English I, II and III</li> <li>■ English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.</li> <li>■ The fourth credit of English may be selected from any of the following:                             <ul style="list-style-type: none"> <li>-English IV</li> <li>-Research/Technical Writing</li> <li>-Creative/Imaginative Writing</li> <li>-Practical Writing Skills</li> <li>-Literary Genres</li> <li>-Business English (CTE)</li> <li>-Journalism</li> <li>-AP English Language &amp; Composition</li> <li>-AP English Literature and Composition</li> </ul> </li> </ul> <p>Prior to 2010:</p> <ul style="list-style-type: none"> <li>-Business Communication (CTE)</li> </ul>	credits <b>4.0</b>	<p><b>English Language Arts +</b></p> <ul style="list-style-type: none"> <li>■ English I, II, III, and IV</li> <li>■ English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate level of English language proficiency.</li> </ul>	credits <b>4.0</b>	<p><b>English Language Arts +</b></p> <ul style="list-style-type: none"> <li>■ English I, II, III, and IV</li> <li>■ English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate level of English language proficiency.</li> </ul>	credits <b>4.0</b>
<p><b>Mathematics +</b></p> <ul style="list-style-type: none"> <li>■ Algebra I</li> <li>■ Geometry</li> <li>■ The third credit may be selected from any of the following provided the prerequisites are met:                             <ul style="list-style-type: none"> <li>-Mathematical Models with Applications</li> <li>-Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)</li> <li>-Algebra II</li> <li>-Precalculus</li> <li>-Independent Study in Mathematics</li> <li>-Advanced Quantitative Reasoning</li> <li>-AP Statistics</li> <li>-AP Calculus AB</li> <li>-AP Calculus BC</li> <li>-AP Computer Science</li> <li>-IB Mathematical Studies Standard Level</li> <li>-IB Mathematics Standard Level</li> <li>-IB Mathematics Higher Level</li> <li>-IB Further Mathematics Standard level</li> <li>-Engineering Mathematics (CTE)</li> <li>-Statistics and Risk Management (CTE)</li> </ul> </li> </ul> <p><i>Note: Students must take one full credit of the same course.</i></p>	<b>3.0</b>	<p><b>Mathematics +</b></p> <ul style="list-style-type: none"> <li>■ Algebra I</li> <li>■ Geometry</li> <li>■ Algebra II</li> <li>■ The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II provided the prerequisites are met:                             <ul style="list-style-type: none"> <li>-Mathematical Models with Applications</li> <li>-Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)</li> </ul> </li> <li>■ The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II provided the prerequisites are met:                             <ul style="list-style-type: none"> <li>-Precalculus</li> <li>-Independent Study in Mathematics</li> <li>-Advanced Quantitative Reasoning</li> <li>-AP Statistics</li> <li>-AP Calculus AB</li> <li>-AP Calculus BC</li> <li>-AP Computer Science</li> <li>-IB Mathematical Studies Standard level</li> <li>-IB Mathematics Standard Level</li> <li>-IB Mathematics Higher Level</li> <li>-IB Further Mathematics Standard Level</li> <li>-Engineering Mathematics (CTE)</li> <li>-Statistics and Risk Management (CTE)</li> </ul> </li> </ul> <p><i>Note: Students must take one full credit of the same course.</i></p>	<b>4.0</b>	<p><b>Mathematics +</b></p> <ul style="list-style-type: none"> <li>■ Algebra I</li> <li>■ Geometry</li> <li>■ Algebra II</li> <li>■ The fourth credit may be selected from any of the following after successful completion of Algebra I, Geometry, and Algebra II provided the prerequisites are met:                             <ul style="list-style-type: none"> <li>-Precalculus</li> <li>-Independent Study in Mathematics</li> <li>-Advanced Quantitative Reasoning</li> <li>-AP Statistics</li> <li>-AP Calculus AB</li> <li>-AP Calculus BC</li> <li>-AP Computer Science</li> <li>-IB Mathematical Studies Standard level</li> <li>-IB Mathematics Standard Level</li> <li>-IB Mathematics Higher Level</li> <li>-IB Further Mathematics Standard Level</li> <li>-Engineering Mathematics (CTE)</li> <li>-Statistics and Risk Management (CTE)</li> </ul> </li> </ul> <p><i>Note: Students must take one full credit of the same course.</i></p>	<b>4.0</b>

+ College Board Advanced Placement, dual credit, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

\* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

<b>Minimum High School Program (Exhibit 1)</b> Entering 9th Graders in 2007, 2008 and 2009	<b>4X4 Recommended High School Program (Exhibit 2)</b> Entering 9th Graders in 2007, 2008 and 2009	<b>4X4 Distinguished High School Program (Exhibit 3)*</b> Entering 9th Graders in 2007, 2008 and 2009
<p><b>Science +</b></p> <ul style="list-style-type: none"> <li>■ Biology</li> <li>■ Integrated Physics and Chemistry (IPC)</li> </ul> <p>May substitute Chemistry or Physics for IPC but must use the other as academic elective credit.</p> <p><i>Note: Students must take one full credit of the same course.</i></p>	<p>credits <b>2.0</b></p> <p><b>Science +</b></p> <ul style="list-style-type: none"> <li>■ One credit must be a biology credit (Biology, AP Biology, or IB Biology).</li> <li>■ Students must choose two credits from the following areas:                             <ul style="list-style-type: none"> <li>-Integrated Physics &amp; Chemistry (if taken prior to 2010)</li> <li>-Chemistry, AP Chemistry or IB Chemistry</li> <li>-Physics, AP Physics, IB Physics, or Principles of Technology I.</li> </ul> </li> <li>-Note: IPC cannot be taken as the final or fourth year of science, but must be taken before the senior year of high school.</li> <li>■ IPC, if taken prior to SY 2010-2011, did not need to be completed prior to Chemistry or Physics. For example: Biology, Chemistry or Physics, IPC and a fourth course from the list. <i>If IPC is taken in 2010-11, then the student must complete physics and chemistry. IPC taken in 2010-11 and thereafter, must be completed prior to taking Chemistry and Physics.</i></li> <li>■ If IPC is not taken, then the fourth credit may be selected from any of the following laboratory-based courses:                             <ul style="list-style-type: none"> <li>-Aquatic Science</li> <li>-Astronomy</li> <li>-Earth and Space Science</li> <li>-Environmental Systems</li> <li>-AP Biology</li> <li>-AP Chemistry</li> <li>-AP Physics B</li> <li>-AP Physics C</li> <li>-AP Environmental Science</li> <li>-IB Biology</li> <li>-IB Chemistry</li> <li>-IB Physics</li> <li>-IB Environmental Systems</li> <li>-Scientific Research and Design (CTE)</li> <li>-Anatomy and Physiology (CTE)</li> <li>-Engineering Design and Problem Solving (CTE)</li> <li>-Medical Microbiology (CTE)</li> <li>-Pathophysiology (CTE)</li> <li>-Advanced Animal Science (CTE)</li> <li>-Advanced Biotechnology (CTE)</li> <li>-Advanced Plant and Soil Science (CTE)</li> <li>-Food Science (CTE)</li> <li>-Forensic Science (CTE)</li> </ul> </li> </ul> <p>Prior to 2010:</p> <ul style="list-style-type: none"> <li>■ Additional fourth science courses included:                             <ul style="list-style-type: none"> <li>-Anatomy and Physiology of Human Systems</li> <li>-Principles of Technology II</li> <li>-GMO</li> </ul> </li> </ul> <p><i>Note: Students must take one full credit of the same course.</i></p>	<p>credits <b>4.0</b></p> <p><b>Science +</b></p> <ul style="list-style-type: none"> <li>■ Biology, AP Biology, or IB Biology</li> <li>■ Chemistry, AP Chemistry, or IB Chemistry</li> <li>■ Physics, AP Physics, or IB Physics</li> <li>■ After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following laboratory-based courses: (the third and fourth credit may be taken concurrently):                             <ul style="list-style-type: none"> <li>-Aquatic Science</li> <li>-Astronomy</li> <li>-Earth and Space Science</li> <li>-Environmental Systems</li> <li>-AP Biology</li> <li>-AP Chemistry</li> <li>-AP Physics B</li> <li>-AP Physics C</li> <li>-AP Environmental Science</li> <li>-IB Biology</li> <li>-IB Chemistry</li> <li>-IB Physics</li> <li>-IB Environmental Systems</li> <li>-Scientific Research and Design (CTE)</li> <li>-Anatomy and Physiology (CTE)</li> <li>-Engineering Design and Problem Solving (CTE)</li> <li>-Medical Microbiology (CTE)</li> <li>-Pathophysiology (CTE)</li> <li>-Advanced Animal Science (CTE)</li> <li>-Advanced Biotechnology (CTE)</li> <li>-Advanced Plant and Soil Science (CTE)</li> <li>-Food Science (CTE)</li> <li>-Forensic Science (CTE)</li> </ul> </li> </ul> <p>Prior to 2010:</p> <ul style="list-style-type: none"> <li>-Anatomy and Physiology of Human Systems</li> <li>-GMO</li> </ul> <p><i>Note: Students must take one full credit of the same course.</i></p>
<p><b>Social Studies +</b></p> <ul style="list-style-type: none"> <li>■ One credit from either of the following courses:                             <ul style="list-style-type: none"> <li>-World Geography Studies (one credit)</li> <li>-World History Studies (one credit)</li> </ul> </li> <li>■ U.S. History Studies Since Reconstruction (one credit)</li> <li>■ U.S. Government (.5 credit)</li> </ul>	<p><b>2.5</b></p> <p><b>Social Studies +</b></p> <ul style="list-style-type: none"> <li>■ World Geography Studies (one credit)</li> <li>■ World History Studies (one credit)</li> <li>■ U.S. History Studies Since Reconstruction (one credit)</li> <li>■ U.S. Government (.5 credit)</li> </ul>	<p><b>3.5</b></p> <p><b>Social Studies +</b></p> <ul style="list-style-type: none"> <li>■ World Geography Studies (one credit)</li> <li>■ World History Studies (one credit)</li> <li>■ U.S. History Studies Since Reconstruction (one credit)</li> <li>■ U.S. Government (.5 credit)</li> </ul>

+ College Board Advanced Placement, dual credit, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

\* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

Minimum High School Program (Exhibit 1) Entering 9th Graders in 2007, 2008 and 2009		4X4 Recommended High School Program (Exhibit 2) Entering 9th Graders in 2007, 2008 and 2009		4X4 Distinguished High School Program (Exhibit 3)* Entering 9th Graders in 2007, 2008 and 2009	
<b>Economics with emphasis on free enterprise system and its benefits</b>	credits <b>0.5</b>	<b>Economics with emphasis on free enterprise system and its benefits</b>	credits <b>0.5</b>	<b>Economics with emphasis on free enterprise system and its benefits</b>	credits <b>0.5</b>
<b>Speech</b> Either: ■ Communications Applications ■ Professional Communications (CTE)	<b>0.5</b>	<b>Speech</b> Either: ■ Communications Applications ■ Professional Communications (CTE)	<b>0.5</b>	<b>Speech</b> Either: ■ Communications Applications ■ Professional Communications (CTE)	<b>0.5</b>
<b>General Physical Education</b> ■ Must include Foundations of Personal Fitness (0.5 credits) ■ Remaining 1.0 credit may be from any combination of the following : -Adventure/Outdoor Education (0.5 credit) -Aerobics and Conditioning (1.0 credit) -Team or Individual Sports (1.0 credit) -Aerobic Dance (1.0 credit)  <b>Physical Education Substitutions</b> ■ In accordance with AISD policy, up to 1.5 credits for any one of the General P.E. courses listed above may be earned through participation in any of the following: -Drill Team (1.0 state credit and 0.5 additional AISD credit) -Marching Band (Fall only) (1.0 state credit and 0.5 additional AISD credit) -Cheerleading (1.0 state credit and 0.5 additional AISD credit) -Career & Technical Education work-based training course successfully completed prior to 2011-2012 school year (2-3 credit). <i>See Appendix A for listing of courses prior to 2010 and Appendix B for a listing of courses for 2010.</i> ■ All allowed substitution activities must include at least 100 minutes per 5 day week of moderate to vigorous physical activity ■ Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. ■ Students may substitute certain physical activities for required credits of P.E., including the .5 credit for Foundations of Personal Fitness ■ In accordance with AISD policy, credit may be earned for any of the General P.E. courses listed above through participation in: -Athletics (up to 4 credits) -JROTC (up to 1.0 state credit and 0.5 Military Science course) -Appropriate private/commercially-sponsored physical activity programs conducted on or off campus (up to 4 credits for Category 1 and up to 1.5 credits for Category 2)	<b>1.5</b>	<b>General Physical Education</b> ■ See Exhibit 1 at left	<b>1.5</b>	<b>General Physical Education</b> ■ See Exhibit 1 at left	<b>1.5</b>
<p><i>Note: A student taking, Cheerleading, Marching Band, or Drill Team may earn only 1 state PE credit. In order to fulfill the remaining 0.5 AISD PE credit requirement, a student may take one of these courses again for a local 0.5 credit (local credit does not count towards state graduation requirement). Students opting to fulfill the 0.5 additional AISD PE credit through local course participation must still meet minimum state elective graduation credit requirements. A student may also take Foundations of Personal Fitness or any other approved PE substitution for 0.5 state elective credit, which will count towards graduation requirements. A student who remains in Dance classes must take Foundations of Personal Fitness or an approved PE substitution to fulfill their PE credit requirement.</i></p>		<p>+ College Board Advanced Placement, dual credit, and International Baccalaureate courses may be substituted for requirements in appropriate areas. * Distinguished Achievement Program requirements also include student achievement of four advanced measures.</p>			

<b>Minimum High School Program (Exhibit 1)</b> Entering 9th Graders in 2007, 2008 and 2009	<b>4X4 Recommended High School Program (Exhibit 2)</b> Entering 9th Graders in 2007, 2008 and 2009	<b>4X4 Distinguished High School Program (Exhibit 3)*</b> Entering 9th Graders in 2007, 2008 and 2009
<p><b>Technology Applications</b>                      Prior to the 2010-2011 school year, 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.</p> <p>(2) Business Computer Information Systems I and II, Business Computer Programming, Telecommunications and Networking or Business Image Management and Multimedia.</p> <p>(3) Computer Applications, Technology Systems (modular computer laboratory- based), Communication Graphics (modular computer laboratory- based), or Computer Multimedia and Animation Technology.</p> <p>Beginning in the 2010-2011 school year and thereafter, please refer to the Career and Technical Education courses that satisfy technology requirements for all 3 graduation programs. (Appendix H)</p>	<p>credits <b>1.0</b></p> <p><b>Technology Applications</b>                      Prior to the 2010-2011 school year, 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.</p> <p>(2) Business Computer Information Systems I or II, Business Computer Programming, Telecommunications and Networking or Business Image Management and Multimedia;</p> <p>(3) Computer Applications, Technology Systems (modular computer laboratory- based), Communication Graphics (modular computer laboratory-based), or Computer Multimedia and Animation Technology.</p> <p>An AISD student participating in a 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</p> <p>Transcribed 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 Telecommunications course credit</p> <p>Transcribed Courses:                      Basic Computer Tech                      Internetworking Tech I                      Computer Apps (Tech Apps required)</p> <p>Project Lead The Way Sequence:                      1st Course – Intro to Engineering Design                      2nd Course – Principles of Engineering</p> <p>Transcribed Courses:                      Intro to Engineering Design                      Principles of Engineering                      Computer Apps or Principles of Information Technology                      (Tech Apps required)</p> <p>Beginning in the 2010-2011 school year and thereafter, please refer to the Career and Technical Education courses that satisfy technology requirements for all 3 graduation programs. (Appendix H)</p>	<p>credits <b>1.0</b></p> <p><b>Technology Applications</b>                      Prior to the 2010-2011 school year, 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.</p> <p>(2) Business Computer Information Systems I or II, Business Computer Programming, Telecommunications and Networking or Business Image Management and Multimedia;</p> <p>(3) Computer Applications, Technology Systems (modular computer laboratory- based), Communication Graphics (modular computer laboratory-based), or Computer Multimedia and Animation Technology.</p> <p>An AISD student participating in a 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</p> <p>Transcribed 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 Telecommunications course credit</p> <p>Transcribed Courses:                      Basic Computer Tech                      Internetworking Tech I                      Computer Apps (Tech Apps required)</p> <p>Project Lead The Way Sequence:                      1st Course – Intro to Engineering Design                      2nd Course – Principles of Engineering</p> <p>Transcribed Courses:                      Intro to Engineering Design                      Principles of Engineering                      Computer Apps or Principles of Information Technology                      (Tech Apps required)</p> <p>Beginning in the 2010-2011 school year and thereafter, please refer to the Career and Technical Education courses that satisfy technology requirements for all 3 graduation programs. (Appendix H)</p>

+ College Board Advanced Placement, dual credit, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

\* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

<b>Minimum High School Program (Exhibit 1)</b>		<b>4X4 Recommended High School Program (Exhibit 2)</b>		<b>4X4 Distinguished High School Program (Exhibit 3)*</b>	
Entering 9th Graders in 2007, 2008 and 2009		Entering 9th Graders in 2007, 2008 and 2009		Entering 9th Graders in 2007, 2008 and 2009	
<b>Elective Courses +</b> From any of these: ■ The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) ■ State-approved innovative courses ■ JROTC (1-4 credits) ■ Driver Education (.5 credit) ■ A maximum of 3 credits of Reading I, II or III may be offered by districts for state graduation elective credit for identified students.	credits <b>4.5</b>	<b>Elective Courses +</b> From any of these: ■ The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) ■ State-approved innovative courses ■ JROTC (1-4 credits) ■ Driver Education (.5 credit) ■ A maximum of 3 credits of Reading I, II or III may be offered by districts for state graduation elective credit for identified students.	credits <b>3.5</b>	<b>Elective Courses +</b> From any of these: ■ The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) ■ State-approved innovative courses ■ JROTC (1-4 credits) ■ Driver Education (.5 credit) ■ A maximum of 3 credits of Reading I, II or III may be offered by districts for state graduation elective credit for identified students.	credits <b>2.5</b>
<b>Health Education</b> Prior to 2010: ■ .5 credit of Health Education <i>or</i> ■ 1 credit of Introduction to Health Science <i>or</i> ■ 1 credit of Health Science Technology I  Starting in 2010: ■ .5 credit of Health Education <i>or</i> ■ 1 credit of Principles of Health Science <i>or</i> ■ 1 credit of Health Science	<b>0.5</b>	<b>Health Education</b> Prior to 2010: ■ .5 credit of Health Education <i>or</i> ■ 1 credit of Introduction to Health Science <i>or</i> ■ 1 credit of Health Science Technology I  Starting in 2010: ■ .5 credit of Health Education <i>or</i> ■ 1 credit of Principles of Health Science <i>or</i> ■ 1 credit of Health Science	<b>0.5</b>	<b>Health Education</b> Prior to 2010: ■ .5 credit of Health Education <i>or</i> ■ 1 credit of Introduction to Health Science <i>or</i> ■ 1 credit of Health Science Technology I  Starting in 2010: ■ .5 credit of Health Education <i>or</i> ■ 1 credit of Principles of Health Science <i>or</i> ■ 1 credit of Health Science	<b>0.5</b>
<b>Fine Arts +</b> ■ Art, Level I, II, III, or IV ■ Dance, Level I, II, III, or IV ■ Music, Level I, II, III, or IV ■ Theatre, Level I, II, III or IV; ■ Principles and Elements of Floral Design (CTE)  <i>Note: Students must take one full credit of the same course.</i>	<b>1.0</b>	<b>Fine Arts +</b> ■ Art, Level I, II, III, or IV ■ Dance, Level I, II, III, or IV ■ Music, Level I, II, III, or IV ■ Theatre, Level I, II, III or IV; ■ Principles and Elements of Floral Design (CTE)  <i>Note: Students must take one full credit of the same course.</i>	<b>1.0</b>	<b>Fine Arts +</b> ■ Art, Level I, II, III, or IV ■ Dance, Level I, II, III, or IV ■ Music, Level I, II, III, or IV ■ Theatre, Level I, II, III or IV; ■ Principles and Elements of Floral Design (CTE)  <i>Note: Students must take one full credit of the same course.</i>	<b>1.0</b>
<b>Academic Elective</b> One credit from the following: ■ World History Studies ■ World Geography Studies ■ Any science course approved by SBOE (If substituting Chemistry or Physics for IPC, must use the other as academic elective credit.)	<b>1.0</b>	<b>Languages Other than English</b> Must consist of two levels of the same language.	<b>2.0</b>	<b>Languages Other than English</b> Must consist of three levels of the same language.	<b>3.0</b>
<b>Total Credits for Minimum High School Program</b>	<b>22</b>	<b>Total Credits for Recommended High School Program</b>	<b>26</b>	<b>Total Credits for Distinguished High School Program</b>	<b>26</b>

+ College Board Advanced Placement, dual credit, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

\* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

**\* Advanced Measures**

Original research/projects may not be used for more than two of the four advanced measures. The measures must focus on demonstrated student performance at the college level or professional level. Student performance on advanced measures must be assessed through an external review process. The student may chose from any of the following options:  
 1. 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 TAC 74.1 (relating to Essential Knowledge and Skills)

2. Test data where 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 SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score shall count as only one advanced measure regardless of the number of honors received by the student ; or  
 3. college academic courses, including those taken for dual credit, and advanced technical credit course, including locally articulated courses, with a grade of 3.0 or higher.

**Students entering 9th grade in school year 2010-2011 and thereafter** can graduate under one of the graduation programs outlined in Exhibits 4-6. AISD Board of Trustees approved changes to graduation program requirements for the incoming 9th grade class of 2010-2011, as allowed by the State Board of Education.

<b>Minimum High School Program (Exhibit 4)</b> Entering 9th Graders in 2010 and thereafter	<b>4X4 Recommended High School Program (Exhibit 5)</b> Entering 9th Graders in 2010 and thereafter	<b>4X4 Distinguished High School Program* (Exhibit 6)</b> Entering 9th Graders in 2010 and thereafter
<p><b>English Language Arts +</b></p> <ul style="list-style-type: none"> <li>■ English I, II and III</li> <li>■ English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.</li> <li>■ The fourth credit of English may be selected from any of the following:                             <ul style="list-style-type: none"> <li>-English IV</li> <li>-Research/Technical Writing</li> <li>-Creative/Imaginative Writing</li> <li>-Practical Writing Skills</li> <li>-Literary Genres</li> <li>-Business English (CTE)</li> <li>-Journalism</li> <li>-AP English Language &amp; Composition</li> <li>-AP English Literature and Composition</li> </ul> </li> </ul>	<p style="text-align: right; font-size: small;">credits</p> <p style="text-align: center;"><b>4</b></p> <p><b>English Language Arts +</b></p> <ul style="list-style-type: none"> <li>■ English I, II, III, and IV</li> <li>■ English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate level of English language proficiency.</li> </ul>	<p style="text-align: right; font-size: small;">credits</p> <p style="text-align: center;"><b>4</b></p> <p><b>English Language Arts +</b></p> <ul style="list-style-type: none"> <li>■ English I, II, III, and IV</li> <li>■ English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate level of English language proficiency.</li> </ul>
<p><b>Mathematics +</b></p> <ul style="list-style-type: none"> <li>■ Algebra I</li> <li>■ Geometry</li> <li>■ The third credit may be selected from any of the following provided the prerequisites are met:                             <ul style="list-style-type: none"> <li>-Mathematical Models with Applications</li> <li>-Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)</li> <li>-Algebra II</li> <li>-Precalculus</li> <li>-Independent Study in Mathematics</li> <li>-Advanced Quantitative Reasoning</li> <li>-AP Statistics</li> <li>-AP Calculus AB</li> <li>-AP Calculus BC</li> <li>-AP Computer Science</li> <li>-IB Mathematical Studies Standard Level</li> <li>-IB Mathematics Standard Level</li> <li>-IB Mathematics Higher Level</li> <li>-IB Further Mathematics Standard level</li> <li>-Engineering Mathematics (CTE)</li> <li>-Statistics and Risk Management (CTE)</li> </ul> </li> </ul> <p style="font-size: small;"><i>Note: Students must take one full credit of the same course.</i></p>	<p style="text-align: right; font-size: small;">credits</p> <p style="text-align: center;"><b>3</b></p> <p><b>Mathematics +</b></p> <ul style="list-style-type: none"> <li>■ Algebra I</li> <li>■ Geometry</li> <li>■ Algebra II</li> <li>■ The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II provided the prerequisites are met:                             <ul style="list-style-type: none"> <li>-Mathematical Models with Applications</li> <li>-Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)</li> </ul> </li> <li>■ The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II provided the prerequisites are met:                             <ul style="list-style-type: none"> <li>-Precalculus</li> <li>-Independent Study in Mathematics</li> <li>-Advanced Quantitative Reasoning</li> <li>-AP Statistics</li> <li>-AP Calculus AB</li> <li>-AP Calculus BC</li> <li>-AP Computer Science</li> <li>-IB Mathematical Studies Standard level</li> <li>-IB Mathematics Standard Level</li> <li>-IB Mathematics Higher Level</li> <li>-IB Further Mathematics Standard Level</li> <li>-Engineering Mathematics (CTE)</li> <li>-Statistics and Risk Management (CTE)</li> </ul> </li> </ul> <p style="font-size: small;"><i>Note: Students must take one full credit of the same course.</i></p>	<p style="text-align: right; font-size: small;">credits</p> <p style="text-align: center;"><b>4</b></p> <p><b>Mathematics +</b></p> <ul style="list-style-type: none"> <li>■ Algebra I</li> <li>■ Geometry</li> <li>■ Algebra II</li> <li>■ The fourth credit may be selected from any of the following after successful completion of Algebra I, Geometry, and Algebra II provided the prerequisites are met:                             <ul style="list-style-type: none"> <li>-Precalculus</li> <li>-Independent Study in Mathematics</li> <li>-Advanced Quantitative Reasoning</li> <li>-AP Statistics</li> <li>-AP Calculus AB</li> <li>-AP Calculus BC</li> <li>-AP Computer Science</li> <li>-IB Mathematical Studies Standard level</li> <li>-IB Mathematics Standard Level</li> <li>-IB Mathematics Higher Level</li> <li>-IB Further Mathematics Standard Level</li> <li>-Engineering Mathematics (CTE)</li> <li>-Statistics and Risk Management (CTE)</li> </ul> </li> </ul> <p style="font-size: small;"><i>Note: Students must take one full credit of the same course.</i></p>

+ College Board Advanced Placement, dual credit, and International Baccalaureate courses may be substituted for requirements in appropriate areas.  
 \* Distinguished Achievement Program requirements also include student achievement of four advanced measures.



<b>Minimum High School Program (Exhibit 4)</b> Entering 9th Graders in 2010 and thereafter	<b>4X4 Recommended High School Program (Exhibit 5)</b> Entering 9th Graders in 2010 and thereafter	<b>4X4 Distinguished High School Program* (Exhibit 6)</b> Entering 9th Graders in 2010 and thereafter
<p><b>Science +</b></p> <ul style="list-style-type: none"> <li>■ Biology</li> <li>■ Integrated Physics and Chemistry (IPC)</li> </ul> <p>May substitute Chemistry or Physics for IPC but must use the other as academic elective credit.</p> <p><i>Note: Students must take one full credit of the same course.</i></p>	<p style="text-align: right;">credits <b>2</b></p> <p><b>Science +</b></p> <ul style="list-style-type: none"> <li>■ Biology, AP Biology, or IB Biology</li> <li>■ Chemistry, AP Chemistry, or IB Chemistry</li> <li>■ Physics, Principles of Technology, AP Physics, or IB Physics</li> <li>■ The fourth credit may be IPC, but must be successfully completed prior to chemistry and physics.</li> <li>■ If IPC is not taken, then the fourth credit may be selected from any of the following laboratory-based courses:                             <ul style="list-style-type: none"> <li>-Aquatic Science</li> <li>-Astronomy</li> <li>-Earth and Space Science</li> <li>-Environmental Systems</li> <li>-AP Biology</li> <li>-AP Chemistry</li> <li>-AP Physics B</li> <li>-AP Physics C</li> <li>-AP Environmental Science</li> <li>-IB Biology</li> <li>-IB Chemistry</li> <li>-IB Physics</li> <li>-IB Environmental Systems</li> <li>-Scientific Research and Design (CTE)</li> <li>-Anatomy and Physiology (CTE)</li> <li>-Engineering Design and Problem Solving (CTE)</li> <li>-Medical Microbiology (CTE)</li> <li>-Pathophysiology (CTE)</li> <li>-Advanced Animal Science (CTE)</li> <li>-Advanced Biotechnology (CTE)</li> <li>-Advanced Plant and Soil Science (CTE)</li> <li>-Food Science (CTE)</li> <li>-Forensic Science (CTE)</li> </ul> </li> <li>■ IPC can not be taken as the final or fourth year of science, and must be taken before the senior year of high school.</li> </ul> <p><i>Note: Students must take one full credit of the same course.</i></p>	<p style="text-align: right;">credits <b>4</b></p> <p><b>Science +</b></p> <ul style="list-style-type: none"> <li>■ Biology, AP Biology, or IB Biology</li> <li>■ Chemistry, AP Chemistry, or IB Chemistry</li> <li>■ Physics, AP Physics, or IB Physics</li> <li>■ After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following laboratory-based courses: (the third and fourth credit may be taken concurrently):                             <ul style="list-style-type: none"> <li>-Aquatic Science</li> <li>-Astronomy</li> <li>-Earth and Space Science</li> <li>-Environmental Systems</li> <li>-AP Biology</li> <li>-AP Chemistry</li> <li>-AP Physics B</li> <li>-AP Physics C</li> <li>-AP Environmental Science</li> <li>-IB Biology</li> <li>-IB Chemistry</li> <li>-IB Physics</li> <li>-IB Environmental Systems</li> <li>-Scientific Research and Design (CTE)</li> <li>-Anatomy and Physiology (CTE)</li> <li>-Engineering Design and Problem Solving (CTE)</li> <li>-Medical Microbiology (CTE)</li> <li>-Pathophysiology (CTE)</li> <li>-Advanced Animal Science (CTE)</li> <li>-Advanced Biotechnology (CTE)</li> <li>-Advanced Plant and Soil Science (CTE)</li> <li>-Food Science (CTE)</li> <li>-Forensic Science (CTE)</li> </ul> </li> </ul> <p><i>Note: Students must take one full credit of the same course.</i></p>
<p><b>Social Studies +</b></p> <ul style="list-style-type: none"> <li>■ One credit from either of the following courses:                             <ul style="list-style-type: none"> <li>-World Geography Studies (one credit)</li> <li>-World History Studies (one credit)</li> </ul> </li> <li>■ U.S. History Studies Since Reconstruction (one credit)</li> <li>■ U.S. Government (.5 credit)</li> </ul>	<p style="text-align: right;"><b>2.5</b></p> <p><b>Social Studies +</b></p> <ul style="list-style-type: none"> <li>■ World Geography Studies (one credit)</li> <li>■ World History Studies (one credit)</li> <li>■ U.S. History Studies Since Reconstruction (one credit)</li> <li>■ U.S. Government (.5 credit)</li> </ul>	<p style="text-align: right;"><b>3.5</b></p> <p><b>Social Studies +</b></p> <ul style="list-style-type: none"> <li>■ World Geography Studies (one credit)</li> <li>■ World History Studies (one credit)</li> <li>■ U.S. History Studies Since Reconstruction (one credit)</li> <li>■ U.S. Government (.5 credit)</li> </ul>
<p><b>Economics with emphasis on free enterprise system and its benefits</b></p>	<p style="text-align: right;"><b>.5</b></p> <p><b>Economics with emphasis on free enterprise system and its benefits</b></p>	<p style="text-align: right;"><b>.5</b></p> <p><b>Economics with emphasis on free enterprise system and its benefits</b></p>

+ College Board Advanced Placement, dual credit, and International Baccalaureate courses may be substituted for requirements in appropriate areas.  
 \* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

<b>Minimum High School Program (Exhibit 4)</b> Entering 9th Graders in 2010 and thereafter		<b>4X4 Recommended High School Program (Exhibit 5)</b> Entering 9th Graders in 2010 and thereafter		<b>4X4 Distinguished High School Program* (Exhibit 6)</b> Entering 9th Graders in 2010 and thereafter	
<b>Academic Elective</b> One credit from: ■ World History Studies ■ World Geography Studies ■ Any science course approved by SBOE (If substituting Chemistry or Physics for IPC, must use the other as academic elective credit.)	credits <b>1</b>	<b>Languages Other Than English +</b> Must be any 2 levels of same language.	credits <b>2</b>	<b>Languages Other Than English +</b> Must be any 3 levels of same language.	credits <b>3</b>
<b>General Physical Education</b> ■ Must include Foundations of Personal Fitness (0.5 credits) ■ Remaining 1.0 credit may be from any combination of the following : -Adventure/Outdoor Education (0.5 credit) -Aerobics and Conditioning (1.0 credit) -Team or Individual Sports (1.0 credit) -Aerobic Dance (1.0 credit)	<b>1.5</b>	<b>General Physical Education</b> ■ See Exhibit 4 at left	<b>1.5</b>	<b>General Physical Education</b> ■ See Exhibit 4 at left	<b>1.5</b>
<b>Physical Education Substitutions</b> ■ In accordance with AISD policy, up to 1.5 credits for any one of the General P.E. courses listed above may be earned through participation in any of the following: -Drill Team (1.0 state credit and 0.5 additional AISD credit) -Marching Band (Fall only) (1.0 state credit and 0.5 additional AISD credit) -Cheerleading (1.0 state credit and 0.5 additional AISD credit) -Career & Technical Education work-based training course successfully completed prior to 2011-2012 school year (2-3 credit). <i>See Appendix A for listing of courses prior to 2010 and Appendix B for a listing of courses for 2010.</i> ■ All allowed substitution activities must include at least 100 minutes per 5 day week of moderate to vigorous physical activity ■ Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. ■ Students may substitute certain physical activities for required credits of P.E., including the .5 credit for Foundations of Personal Fitness ■ In accordance with AISD policy, credit may be earned for any of the General P.E. courses listed above through participation in: -Athletics (up to 4 credits) -JROTC (up to 1.0 state credit and 0.5 Military Science course) -Appropriate private/commercially-sponsored physical activity programs conducted on or off campus (up to 4 credits for Category 1 and up to 1.5 credits for Category 2)					
<i>Note: A student taking, Cheerleading, Marching Band, or Drill Team may earn only 1 state PE credit. In order to fulfill the remaining 0.5 AISD PE credit requirement, a student may take one of these courses again for a local 0.5 credit (local credit does not count towards state graduation requirement). Students opting to fulfill the 0.5 additional AISD PE credit through local course participation must still meet minimum state elective graduation credit requirements. A student may also take Foundations of Personal Fitness or any other approved PE substitution for 0.5 state elective credit, which will count towards graduation requirements. A student who remains in Dance classes must take Foundations of Personal Fitness or an approved PE substitution to fulfill their PE credit requirement.</i>					
+ College Board Advanced Placement, dual credit, and International Baccalaureate courses may be substituted for requirements in appropriate areas. * Distinguished Achievement Program requirements also include student achievement of four advanced measures.					

Minimum High School Program (Exhibit 4) Entering 9th Graders in 2010 and thereafter		4X4 Recommended High School Program (Exhibit 5) Entering 9th Graders in 2010 and thereafter		4X4 Distinguished High School Program* (Exhibit 6) Entering 9th Graders in 2010 and thereafter	
<b>Health Education or Principles of Health Science or Health Science</b>	credits .5 1 1	<b>Health Education or Principles of Health Science or Health Science</b>	credits .5 1 1	<b>Health Education or Principles of Health Science or Health Science</b>	credits .5 1 1
<b>Speech</b> Either: ■ Communications Applications ■ Professional Communications (CTE)	.5	<b>Speech</b> Either: ■ Communications Applications ■ Professional Communications (CTE)	.5	<b>Speech</b> Either: ■ Communications Applications ■ Professional Communications (CTE)	.5
<b>Technology Applications</b>	0	<b>Technology Applications</b>	0	<b>Technology Applications</b>	0
<b>Fine Arts +</b> ■ Art, Level I, II, III, or IV ■ Dance, Level I, II, III, or IV ■ Music, Level I, II, III, or IV ■ Theatre, Level I, II, III or IV; ■ Principles and Elements of Floral Design (CTE)  <i>Note: Students must take one full credit of the same course.</i>	1	<b>Fine Arts +</b> ■ Art, Level I, II, III, or IV ■ Dance, Level I, II, III, or IV ■ Music, Level I, II, III, or IV ■ Theatre, Level I, II, III or IV; ■ Principles and Elements of Floral Design (CTE)  <i>Note: Students must take one full credit of the same course.</i>	1	<b>Fine Arts +</b> ■ Art, Level I, II, III, or IV ■ Dance, Level I, II, III, or IV ■ Music, Level I, II, III, or IV ■ Theatre, Level I, II, III or IV; ■ Principles and Elements of Floral Design (CTE)  <i>Note: Students must take one full credit of the same course.</i>	1
<b>Elective Courses +</b> From any of these: ■ The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) ■ State-approved innovative courses ■ JROTC (1-4 credits) ■ Driver Education (.5 credit) ■ A maximum of 3 credits of Reading I, II or III may be offered by districts for state graduation elective credit for identified students.	5.5	<b>Elective Courses +</b> From any of these: ■ The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) ■ State-approved innovative courses ■ JROTC (1-4 credits) ■ Driver Education (.5 credit) ■ A maximum of 3 credits of Reading I, II or III may be offered by districts for state graduation elective credit for identified students.	4.5	<b>Elective Courses +</b> From any of these: ■ The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) ■ State-approved innovative courses ■ JROTC (1-4 credits) ■ Driver Education (.5 credit) ■ A maximum of 3 credits of Reading I, II or III may be offered by districts for state graduation elective credit for identified students.	3.5
<b>TOTAL CREDITS</b>	<b>22</b>		<b>26</b>		<b>26</b>

+ College Board Advanced Placement, dual credit, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

\* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

**Advanced Measures**

Original research/projects may not be used for more than two of the four advanced measures. The measures must focus on demonstrated student performance at the college level or professional level. Student performance on advanced measures must be assessed through an external review process. The student may chose from any of the following options:

1. 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 TAC 74.1 (relating to Essential Knowledge and Skills)

2. Test data where 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 SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score shall count as only one advanced measure regardless of the number of honors received by the student ; or

3. college academic courses, including those taken for dual credit, and advanced technical credit course, including locally articulated courses, with a grade of 3.0 or higher.

### 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 where ARD has determined the exit level assessment instrument.

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 2012, 2013, and 2014

Students must complete all graduation requirements for the TEA Minimum, 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 on a P/F basis as a review for those tests that were not mastered.

*TAKS Math Preparatory course*- This is a locally developed course taken for pass/fail 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 state Math TAKS assessment as a requirement for graduation.

*TAKS Science Preparatory course*-This is a locally developed course taken for pass/fail 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 state Science TAKS assessment as a requirement for graduation.

*TAKS Reading/English Language Arts /Writing Preparatory course*-This is a locally developed course taken for pass/fail 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 state Reading and ELA/Writing TAKS assessment as a requirement for graduation.

*TAKS Social Studies Preparatory course*- This is a locally developed course taken for pass/fail 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 state Social Studies TAKS assessment as a requirement for graduation.

**Required Tests for Graduates 2015 and beyond**

STAAR (End of Course tests) will be required for students entering the 9th grade in fall 2011. Students will take the tests at the end of the Spring semester in the courses listed below.

- English I, English II, English III
- Algebra I, Geometry, Algebra II
- Biology, Chemistry, Physics
- World Geography, World History, U.S. History

To graduate, a student must achieve a cumulative score at least equal to the product of the number of assessments taken in that content area and the scale score that indicates satisfactory (passing) performance. For students on minimum graduation plan—

- Cumulative score is based on the number of courses taken for which an end-of-course assessment exists
- Cumulative score requirement may vary by subject area

In addition to meeting cumulative score requirement in each of four core content areas, students on the recommended high school program have to perform satisfactorily on –

- Algebra II assessment
- English III assessment

In addition to meeting cumulative score requirement in each of four core content areas, students on the distinguished achievement program have to perform satisfactorily on the college-readiness component of –

- Algebra II assessment
- English III assessment

Student's score on the assessment must be worth 15% of student's final grade for that course.

For STAAR EOC assessments, passing standards are to be set in fall 2011 so that scores can be reported for first high-stakes administration in spring 2012.

**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.

Beginning in the 2010-2011 school year students enrolled in Advanced Placement courses who maintain an 80% grade in the course may waive the final exam or culminating activity if they register for and take the AP exam for the course. The 80% grade must be maintained up until the final exam is administered. Advanced Placement students who do not take the exam shall be required to take the final examination and/or complete the culminating activity for the AP course.

**High school courses taken in middle school** may count toward the graduation requirements. Examples of these courses are Health Education, Communication Applications (speech), Keyboarding, Touch System Data Entry, Algebra I, and Languages Other Than English (LOTE). Students must complete the same level and discipline to satisfy 1.0 unit of LOTE credit.

Students must complete part A (part 1 of a 2 part course) and part B (part 2 of a 2 part course) to earn one high school credit which will satisfy one year of Languages Other Than English requirement in AISD graduation plans. Students who successfully complete only part A (in 7th grade) or part B (in 8th grade) will receive 0.5 credit toward Languages Other Than English. High school level courses completed at the middle school level, regardless of outcome, shall post to the high school academic record. The final grade is included in calculating high school grade-point averages and will appear on the high school transcript. See appendices A and D for an explanation of grading scales and how it may affect your grade point average and high school class rank.

NOTE: A middle school student may withdraw from a high school level course prior to the end of the fifth week of the last six weeks of the course to avoid posting the course to the student's high school academic record. The final semester report card must reflect the new course to which the student transferred. Once a high school credit course is complete at the middle school level, the course will post to the high school transcript.

**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. Students enroll through the University of Texas ([www.utexas.edu/ce/k16/](http://www.utexas.edu/ce/k16/)) or Texas Tech ([www.depts.ttu.edu/ode/k-12](http://www.depts.ttu.edu/ode/k-12)). There is a fee to enroll for each course. See your counselor or registrar for information and enrollment procedures.

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 (4.0 scale). See appendices A and D for an explanation of grading scales and how it may affect your grade point average and high school class rank.

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.

Prior to enrollment in correspondence courses, a student shall 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 may not be awarded credit toward graduation.

**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 gaining credit by passing credit by exam for a course must also take the STAAR End-of-Course assessment for that subject in order to meet graduation requirements.

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 (4.0 scale). See appendices A and D for an explanation of grading scales and how it may affect your grade point average and high school class rank.

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 retake, 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 your school counselor. 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. A list of pre-approved dual credit courses offered at ACC is listed in Appendix B of this guide.

***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, Texas State Technical College, or Central Texas 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 enroll in a Tech Prep program and register in the Career and Technical Education Management Application (CATEMA) system to earn Credit-in-Escrow. Students are to follow the suggested sequence of courses for the particular Tech Prep program and earn a grade of 80 or above and/or satisfactorily complete other college required exams or portfolio in the identified course. Before the course can be transcribed, at least one college credit must have been earned and appear on a college transcript.

***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:** The student meets responsibilities; is reliable, honest, truthful and courteous and has perseverance.
- **Leadership:** The student is resourceful; demonstrates initiative; sets good example and successfully holds positions of responsibility;
- **Service:** The student 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 GPAs 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.

### For students who entered grade nine PRIOR to the 2011-2012 school year:

Except as otherwise noted, for the purpose of determining eligibility for state automatic admission for students who entered grade nine prior to the 2011-2012 school year, GPAs will be calculated on the basis of all available final grades and grades through the end of the sixth six-week grading period.

### For students who enter grade nine DURING the 2011-2012 school year and thereafter:

Except as otherwise noted, for the purpose of determining eligibility for state automatic admission for students who enter grade nine during the 2011-2012 school year and thereafter, GPAs will be calculated on the basis of all available final grades and grades through the end of the sixth six-week grading period in the curriculum categories listed below and found in AISD on-line POLICY: EIC (LOCAL):

- Four course courses in English/language arts;
- Four core courses in mathematics;
- Four core courses in science;
- Four core courses in social studies; and
- Two courses in Languages other than English (LOTE).

If a student completes more than 18 courses within these five categories specified above, the student's weighted GPA used for class rank shall be calculated using the student's grades within each category with the highest grade point value.

The following exceptions apply to GPA calculations used for both Cumulative GPA and the GPA calculation used to determine rank:

- 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 will be recorded for credit purposes only, as numerical grades, and will not be included in the GPA calculation. If the grade 12 student returns after summer school to take additional courses the following school year, then the summer school grades that were previously taken will be included in the GPA calculation and the student will be ranked with the class with which he or she actually graduates.
- If the only reason course credit is withheld is due to excessive absences, the course grade will not be used in the GPA calculation until credit is awarded.
- Students will be ranked according to the methodology used to rank the grade level to which they are assigned in accordance with EIE (LOCAL).

A "**comparative rank**" means the student's Rank 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. As an interim ranking, when a student transfers to a District high school from outside the District or transfers from one District high school to another, until the next rank is set.
2. As an interim ranking, when a potential three-year graduate is reclassified to grade 12, until the next rank is set.

Changes impacting a student's GPA between ranking periods will not impact a student's rank until the next ranking period. However, the transcript and/or other supplemental documentation, including college and scholarship applications, will always reflect a students' most current GPA.

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 class rank. See your campus registrar for appropriate paperwork [FD Regulation].

Out-of-School-Testers will be ranked with the graduating class upon completion of all coursework requirements, regardless of when they master all state-mandated exit-level tests.

For purposes of identifying local honors positions of the valedictorian, the salutatorian, and the highest ranking graduate, class rank shall be calculated at the end of the sixth six weeks and shall be based on all available final grades earned in courses counted toward class rank by the end of the regular school year.

The valedictorian and the salutatorian shall be the eligible students with the highest and second highest class ranking who have:

- Completed the Recommended High School Program or the Advanced/Distinguished Achievement Program;
- Met all course requirements or demonstrated subject mastery (course proficiency) through state-approved placement examinations; and
- Been continuously enrolled in and attending classes at the same District high school for two regular school years immediately preceding the students' graduation.

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.

## Higher Education Information

### The Top 10% Ruling

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.

### Top 9% for UT at Austin for 2012

Senate Bill 175 passed in June 2009, changed the top 10% rule for The University of Texas @ Austin. Under this new law, the University is to admit automatically enough students to fill 75% of available spaces reserved for Texas residents in an entering freshman class, beginning with the 2012 summer/fall class. Using data from recent years, the University has determined that automatically admitting students in the top 9% of their graduating class will fill the 75% available spaces for the entering class of summer/fall 2012. The remaining spaces will be filled through holistic review of applications.

### Early Graduation Tuition Credit

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. See additional information on Early Graduates, page 14.

### **Graduating Class of 2010 and Thereafter**

In addition to the admission requirements listed, HB 3826 adds the requirement that 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 crim 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/sss](http://www.austinisd.org/academic/sss)

### **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), which is the National Merit Qualifying Test (NMQT), provides students an opportunity to take a practice test that is a retired SAT and serves as a predictor of scores on the SAT. The SAT is a test student's may take as part of their college admission. AISD provides funding for all sophomores and juniors to take the PSAT at no personal expense. Freshmen take a free practice PSAT to help them prepare for taking the PSAT as a sophomore and junior. For juniors, the PSAT/NMQT 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.

#### **SAT Subject 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.

**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 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. THEA is not an admissions test. It will not limit students' access to college, but may determine that remedial coursework must be taken in college. Students may be exempt from the THEA test if they score sufficiently 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 of 3 or better. 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.

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

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.