

End-of-Course

Grading Policy and 15% Rule



Background Information

- Senate Bill 1031 (passed during the 80th Texas Legislature)
 - Called for the development of “end-of-course assessment instruments for secondary-level courses in Algebra I, Algebra II, geometry, biology, chemistry, physics, English I, English II, English III, world geography, world history and United States history.”



Grading Policy

- HB 3, passed by the 81st Texas Legislature, charged TEA with developing the new State of Texas Assessments of Academic Readiness (STAAR), to include EOC testing with the 15% rule included.
- SB 2033, passed by the 81st Texas Legislature, requires each school district to adopt a grading policy before each school year.
- Comal ISD adopted its 2011-2012 grading policy at the June 28, 2011 Board meeting.



Current Reality

- New information posted by TEA on August 26, 2011 regarding the 15% rule, will effect a change to our grading policy and potentially other local district policies.

- Primary Issue: Granting of Course Credit
 - Conversion Table
 - Timeframe
 - Results received vs. posting of grades
 - Summer school
 - Staffing Considerations
 - Policy Issues



On the Horizon

- ❑ ESC Region 13 Curriculum Council will provide further guidance on options for school districts at our October meeting.
- ❑ Revised TASB starting points will provide guidance on options for revising our policy to be in compliance with TEA's new interpretation of the law.
- ❑ Bring forward recommendation to the Board.
- ❑ Communicate new policy/grading guidelines to staff/parents/students.

Course Selection: 2012-2013

Course Guide Updates and Timeline



Updates: Middle School

- CTE
 - Replace Skills for Living with Principles of Human Services.
 - Replace Tech Ed II with Principles of Manufacturing.
 - Rationale for above courses: 8th Graders can earn HS credit while preparing them for one of four identified HS pathways.
- Math and ELA
 - Incorporate College and Career Readiness Courses in 7th Grade
 - Rationale: Year 2 of phase-in for CCRC



Updates: High School

□ Math

■ Add

- Advanced Quantitative Reasoning
 - Rationale: 4th year math course that builds on concepts from Algebra I, Geometry, and Algebra II
- Strategic Learning for High School Math
 - Rationale: Innovative “elective” course for students who have not mastered TAKS/EOC. Intended to help students foster a deeper understanding of mathematical concepts.

□ ELA

■ Update

- Course name changes for several courses
 - Rationale: To align with SBOE approved courses



Timeline

- November 14-18
 - Aligns with “Generation Texas” Week
 - previously known as “Education Go Get It”
 - increasing awareness of the importance of higher education
 - Course Guides disseminated
 - Campus meetings
 - Curriculum Fairs
- November 28
 - On-line course selection opens
- December 16
 - On-line course selection closes

Alamo Colleges-Memorial Early College High School

The mission of AC- Memorial Early College High School is to **inspire, empower,** and **motivate** each student to graduate from college or earn a marketable skills certificate in their area of study.





Background

□ Defined

- ECHS's are small schools designed so that students can earn both a high school diploma and an Associate's degree or up to two years of credit toward a Bachelor's degree.

□ Key Elements

- Target at-risk population
- Enrollment restricted to 400 students (by design)
- Location on a college campus and/or sharing of college facilities
- Rigorous and personalized instruction
- Collaboration between faculties
- Modified scheduling to mimic college-going culture
- Intense academic counseling



Core Principle

- ECHS's are committed to serving students underrepresented in higher education.
 - Student identified as at-risk; or
 - Student on free or reduced lunch program; or
 - First generation college goers.

Texas is home to 44 early College High Schools



Student Enrollment

- Year-2 Students: 93
 - Enrolled 103 students in 2010-11
 - 6 students moved during the year
 - 18 returned to their home campus
 - 14 new students applied and were accepted
 - 89% of the students met one or more of the Early College High School's 'target' definition criteria.
 - 15 students are classified as 2nd year Freshman; 5 of those students will meet the credit requirement to be reclassified as a sophomore at the end of the semester.

- Year 1 Students: 93
 - Eighty-one percent of those students met one or more of the Early College High School's 'target' definition criteria.



Student Demographics

| SCHOOL | At-Risk | Eco. Dis. | Hispanic | Black | White |
|-----------------|----------------|------------------|-----------------|--------------|--------------|
| AC-MECHS | 50% | 57% | 46% | 2% | 46% |
| CHS | 31% | 37% | 31.3% | 3% | 61% |
| CLHS | 33% | 39% | 16% | 1% | 81.6% |
| SVHS | 21% | 15% | 24.8% | 3.1% | 69.7% |

Academic Progress: TAKS Math

| School | ME | AR | ED | B | H | W |
|----------|--------|--------|--------|--------|--------|--------|
| AC-MECHS | 77.38% | 68.29% | 70% | -- | 75% | 79.41% |
| CHS | 79.68% | 57.04% | 67.36% | 77.78% | 70.39% | 86.55% |
| CLHS | 75.56% | 54.41% | 64.18% | 100% | 78.79% | 76.61% |
| SVHS | 91.83% | 69.52% | 84.06% | 87.50% | 88.11% | 94.03% |

LEGEND

ME=Met Expectations

AR=At-Risk

ED=Economically Disadvantaged

H=Hispanic

B=Black

W=White

Academic Progress: TAKS Math

| School | CP | AR | ED | B | H | W |
|----------|--------|--------|--------|--------|--------|--------|
| AC-MECHS | 22.62% | 14.63% | 20% | -- | 22.73% | 20.59% |
| CHS | 29.22% | 8.15% | 20.83% | 0% | 22.35% | 35.29% |
| CLHS | 28.33% | 4.41% | 14.93% | 66.67% | 24.24% | 29.27% |
| SVHS | 42.23% | 3.81% | 24.46% | 37.5% | 37.76% | 45.91% |

LEGEND

CP=Commended Performance

AR=At-Risk

ED=Economically Disadvantaged

H=Hispanic

B=Black

W=White

Academic Progress: TAKS Reading

| School | ME | AR | ED | B | H | W |
|----------|--------|--------|--------|------|--------|--------|
| AC-MECHS | 94.32% | 88.89% | 94.23% | -- | 87.83% | 91.67% |
| CHS | 91.78% | 80.99% | 84.67% | 100% | 87.5% | 94.69% |
| CLHS | 94.15% | 87.3% | 88.52% | 100% | 93.33% | 94.92% |
| SVHS | 97.57% | 92.23% | 95.65% | 100% | 96.4% | 97.78% |

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Academic Progress: TAKS Reading

| School | CP | AR | ED | B | H | W |
|----------|--------|--------|--------|--------|--------|--------|
| AC-MECHS | 26.14% | 15.56% | 25% | -- | 30.43% | 19.44% |
| CHS | 36.22% | 16.2% | 24% | 44.44% | 22.83% | 45.31% |
| CLHS | 19.3% | 0% | 11.48% | 33.33% | 26.67% | 16.95% |
| SVHS | 48.58% | 17.48% | 26.09% | 33.33% | 50.36% | 49.52% |

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Other Data

- Summer School
 - Approximately 30 students attended summer school
- Dual Credit
 - Of the 93 second-year students, 44 are taking college courses
 - 17 of the 44 will have at least 11 hours of college credit by the end of this school year



Summary

Challenge not remediation will make a difference for those young people who are least likely to attend college and for whom society often has low aspirations for academic achievement.