



Comal ISD October Curriculum Report

HB 3, Course Alignment, Class Rank Structure, Board Policy EIC (Local), and Course Guide Updates

House Bill 3 (HB 3) Report

With the passage of HB 3, which was implemented to provide more flexibility for students in the enrichment areas, new graduation requirements took effect on Sept. 1, 2009. The new HB 3 graduation requirements impacts all high school students (grades 9-12) beginning with the 2009-10 school year who are on the Recommended Graduation Plan. Under HB 3, Health, and Technology Applications are no longer required and PE was reduced from 1.5 credits to 1 credit.

In August, a Planning Team of Comal ISD administrators, counselors, and staff made the decision to continue with the graduation plans as published in the 2009-10 course guides. In the interim, the team developed graduation plans and timelines based on HB 3 that were presented to the DEIC (District Educational and Improvement Council) and the Board of Trustees for input in October.

Before the presentation to the DEIC and the board in late October, the Planning Team met in early October to finalize decisions and recommendations based on a September meeting of the State Board of Education (SBOE) in which the members generally agreed that changes adopted to the Recommended Plan (based on HB 3) regarding PE, Health, and Technology Applications will be aligned with the Minimum and Distinguished plans as well to better meet the needs of all high school students. The SBOE will make a decision about the graduation plans at their scheduled November meeting. All recommendations made by Comal ISD are based on the assumption that the SBOE will align the three graduation plans.

Comal ISD administrative recommendations given at the October school board meeting include applying the new HB 3 graduation requirements beginning with the freshman class of 2011-12 and retaining current graduation requirements for all students who enter high school prior to 2011. Administration will bring additional information to the board for review and input at the November board meeting, and a formal recommendation will be presented to the board for approval at the December board meeting.

After school board discussion of the timeline (Attachment D), the board decided to receive another report from Comal ISD administration on class rank point structure and policy, Pre-AP courses and graduation plans at the Nov. 19 meeting for additional input. A final recommendation will not be made to the board until the Dec. 17 meeting. Course guides will also be ready for the course selection process in February.

The timeline and graduation plan recommendations are included in Attachments A, B and D.

Course Alignment and Course Offerings

Middle and High School course guides are updated annually based on new/revised course offerings as well as any new local, state and federal guidelines (i.e. HB 3).

High school courses are offered for students to take in middle school so they can get a jump-start on their high school credits. The high school courses recommended to be offered in middle school are Algebra I, Spanish I, Art I, Health, Speech and PE (Foundations of Personal Fitness). Career Connections, which has been offered as a high school credit in middle school, will become "Exploring Careers" based on the recent TEKS rewrite. It will no longer be considered a high school credit, but it will still be required in middle school.

New high school courses that will be offered in high school included an additional course each for math, science and foreign language. Due to the TEKS rewrite, the Career and Technical Education (CTE) courses have been completely revised. All courses to be published are on the state-approved list. Courses offered in the past have either been deleted or embedded within a new course.

Several Technology Application Courses have been redefined as CTE Courses. Course guides will specify what campus-specific CTE courses are offered.

Course selection will occur in early February. Please see Attachments F and G for details.

In addition to course guide updates, all Pre-AP courses have been reviewed to ensure each identified course is part of a vertically-aligned series of courses that ends with a specific AP course.

Comal ISD administration's recommendation includes for all current Pre-AP courses to continue to be offered, and for Pre-AP curriculum, scope and sequence, and Curriculum Based Assessments to be developed to distinguish Pre-AP classes from General Education. The recommendation also includes for End-of-Course (EOC) exams to be administered in all Pre-AP classes.

Specific and intensive Pre-AP professional development will also be provided and required for all Comal ISD Pre-AP teachers through Laying the Foundation Educational Corp (LTF). LTF provides a comprehensive Pre-AP training program including resource and planning guides, in-district training, summer institutes, conferences and online resources for English, math and science. The goal of LTF is to support teachers by providing concrete strategies and models for teaching skills in order to prepare students in grades 6-11 to excel in Advanced Placement and other college-level courses.

Please see Attachment C for details and the definition of Pre-AP as stated by the College Board.

New/Revised Class Rank Structures

Beginning with the freshman class of 2011-12 and beyond, a new class rank point structure is under consideration. A revised rank structure is also being looked at to implement for students entering high school prior to 2011-12. Comal ISD administration will continue to review and study various models to present for discussion to the board at the Nov. 19 meeting and a final recommendation will be presented at the December board meeting for approval.

Board Policy Revision

Board Policy EIC Local addresses the Graduation and Class Ranking Requirements, including the requirements for recognizing honor graduates. Revisions will be made to reflect current practice and/or new/revised recommended requirements with regard to calculating class rank points and course alignment based on board approval in December. Please see Attachment E for details in which original policy is "struck out" and the proposed new language is underlined.

HB 3

Course Alignment/Pre-AP
Class Rank Structures
Board Policy EIC(Local)
Course Guide Updates

Dr. Jodi Duron

Assistant Superintendent for Academics/Student Services

House Bill 3

- ❖ The intent of HB 3 was to provide more flexibility in the enrichment areas.
- ❖ Changes were expected to take effect September 1, 2009.
- ❖ New HB 3 graduation requirements impacts all high school students (Grades 9-12) beginning with the 2009-10 school year.
- ❖ Local districts may continue to adopt additional graduation requirements that go beyond the state requirements for graduation.
- ❖ New HB 3 graduation requirements significantly impacted the Recommended Graduation Plan, slightly modified the Minimum Plan, and made no changes to the DAP.

CISD: The Process

- ❖ Planning Team
 - ❖ Members: Secondary Principals, Counselors, and staff from C&I
 - ❖ Met on July 27, 2009 to discuss HB 3 and possible recommendations moving forward.
 - ❖ Considered new information from SBOE.
 - ❖ A sub-group of the Planning Team met on October 5, 2009 to finalize decisions and recommendations moving forward based on new information from SBOE meeting.
- ❖ Recommendations of Planning Team were presented to DEIC for input.
- ❖ Report to Board for discussion and input on Planning Team's recommendations moving forward on October 29, 2009.
- ❖ Bring final recommendation to the November Board Meeting for approval.

Anticipated Action of the SBOE

- ❖ The SBOE met September 16-18.
- ❖ SBOE members generally agreed that changes adopted to the Recommended plan (based on HB 3) regarding **PE, Health, and Technology Applications** will also apply to the Minimum and Distinguished Plans.
- ❖ Graduation Plan Decision Points to be Explored Further at SBOE's November Meeting.

Recommendations are based on the assumption that the SBOE will align the Minimum Graduation Plan and DAP to the Recommended Plan.

Physical Education



RECOMMENDATION

Implement HB 3 requirements for students entering HS in 2011.

Students entering high school prior to 2011 will continue to follow the current graduation plan; however, per HB3, these students would be allowed to earn up to four credits of high school PE effective immediately.

RATIONALE

Impacts students who have taken or will take 4 years of athletics. These students will no longer lose 2 credits toward graduation. Implementation will not impact student rank.

Health

RECOMMENDATIONS

Continue to require as an elective for all students who enter high school prior to 2011-2012. (Otherwise could impact rank).

Students entering high school in 2011-2012 will no longer be **required** to take Health as an elective. Health will continue to be offered as an optional elective at the middle and high school.

RATIONALE

Implement changes with high school students who will begin EOC exams. Class rank is not compromised.



Technology Application

RECOMMENDATIONS

Continue to require as an elective for all students who enter high school prior to 2011-2012.

Students entering high school in 2011-2012 will no longer be **required** to take Tech Apps as an elective.

RATIONALE

Implement changes with students who will begin EOC exams.

Technology Application TEKS will be incorporated into all Curriculum areas K-8.



CISD: The Recommendation

- ❖ Apply new graduation requirements per HB 3 beginning with the freshman class of 2011-2012.
- ❖ Retain current graduation requirements for all students who enter high school prior to 2011.

Refer to Attachments A and B to review recommended graduation plans.

Course Alignment: Pre-AP

- ❖ College Board: Purpose and Premise (Attachment C)
- ❖ **Purpose**
 - ❖ To equip all middle and high school teachers with the strategies and tools they need to engage their students in high-levels of learning.
- ❖ **Two important premises:**
 - ❖ All students can perform at rigorous academic levels. This expectation should be reflected in curriculum and instruction throughout the school such that all students are consistently being challenged to expand their knowledge and skills to the next level.
 - ❖ We can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible in order that all students acquire the knowledge, concepts, and skills needed to engage in a higher level of learning.

Course Alignment

- ❖ Timeline (Attachment D)
- ❖ Pre-AP Course Alignment
 - ❖ **Recommendation:**
 - ❖ Continue to offer all current Pre-AP courses
 - ❖ Develop Pre-AP Curriculum, Scope and Sequence, and CBA's to distinguish Pre-AP classes from General Education
 - ❖ Administer EOC exam in all Pre-AP classes

Teacher Training

- ❖ Laying the Foundation Educational Corp. (LTF) will conduct training for math, English, and science
- ❖ LTF provides a comprehensive Pre-AP training program including resource and planning guides, in-district training, summer institutes, conferences, and online resources for English, math, and science.
- ❖ The goal of LTF is to support teachers by providing concrete strategies and models for teaching skills in order to prepare students in grades 6-11 to excel in Advanced Placement and other college-level courses.
- ❖ Social Studies and Foreign Language will utilize College Board vertically aligned AP strategies for instructional development, resources, and assessments.
- ❖ Substantial investment.

New Rank Structure

- ❖ **New Rank System**
- ❖ Recommendation: Apply MULTIPLIER beginning with the freshman class of 2011-2012.
 - ❖ Modified Curriculum: 1.00
 - ❖ General Education: 1.10
 - ❖ Pre-AP: 1.15
 - ❖ AP/Dual Credit: 1.20

- ❖ **Example**

- ❖ A student in Pre-AP Geometry earns a grade of 85 for the semester. The grade calculated for rank purposes would be:

$$85 \times 1.15 = 97.75$$

Board Policy EIC (Local)

- ❖ Reflects changes to graduation plans
- ❖ Adds new language regarding the calculation of class rank
- ❖ Adjusts numerical values on the letter grade conversion chart
- ❖ Includes changes to service cords previously discussed
- ❖ Other misc. changes throughout.



(Refer to Exhibit E)

Course Offerings

Middle School

- ❖ HS Course Offerings:
 - ❖ Algebra I
 - ❖ Spanish I
 - ❖ Art I
 - ❖ Health
 - ❖ Speech
 - ❖ PE
- ❖ Career Connections will become “Exploring Careers” based on the recent rewrite of the TEKS. It will no longer count as a high school credit.

(Refer to Attachment F for Details)

High School

- ❖ 1 course added for Math, Science, and Foreign Language
- ❖ Complete revision of CTE courses due to TEKS rewrite. All courses to be published are on the state approved list. Courses offered in the past have either been deleted or embedded within new courses.
- ❖ Several Technology Application Courses have been redefined as CTE Courses
- ❖ Course Guides will specify what campus specific CTE courses are offered.

(Refer to Attachment G for Details)

QUESTIONS?

ATTACHMENTS

Attachment A: Graduation Plans for Students entering HS in 2011-2012

Attachment B: Graduation Plans for Students entering HS in 2007, 2008, 2009, & 2010

Attachment C: What is Pre-AP?

Attachment D: Timeline

Attachment E: Board Policy EIC (Local)

- **Exhibit A:** Class Rank Chart for students entering High School in or prior to 2010-2011
- **Exhibit B:** Class Rank Chart for students entering High School in 2011 or Beyond (To be provided at Board Meeting)
- **Exhibit C:** AP Agreement

Attachment F: Middle School Course Guide Update

Attachment G: High School Course Guide Update

ATTACHMENT B

GRADUATION PLANS

(Grade 9/10/11/12 – Students entering high school in 2007, 2008, 2009, or 2010)

Minimum	22 Credits	Taken	Recommended	26 Credits	Taken	Distinguished Achievement	26 Credits	Taken
English I	1		English I	1		English I	1	
English II	1		English II	1		English II	1	
English III	1		English III	1		English III	1	
English IV	1		English IV	1		English IV	1	
Algebra I	1		Algebra I	1		Algebra I	1	
Geometry	1		Geometry	1		Geometry	1	
Math	1		Algebra II	1		Algebra II	1	
Biology	1		Math	1		Math	1	
Integrated Physics & Chemistry	1		Biology	1		Biology	1	
World Geography or World History	1		Chemistry	1		Chemistry	1	
U.S. History	1		Physics	1		Physics	1	
Government	.5		Science	1		Science	1	
Economics	.5		World Geography	1		World Geography	1	
Health or Health Science Technology	.5		World History	1		World History	1	
P.E. or substitute	.5		U.S. History	1		U.S. History	1	
P.E. or substitute	.5		Government	.5		Government	.5	
P.E. or substitute	.5		Economics	.5		Economics	.5	
P.E. or substitute	.5		Second Language Level I	1		Second Language Level I	1	
Technology Applications	1		Second Language Level II	1		Second Language Level II	1	
Communication Applications	.5		Health or Health Science Technology	.5		Second Language Level III	1	
Academic Elective (1 of 3)	1		Art, Choir, Dance, Thtr., Band	1		Health or Health Science Technology	.5	
World History			P.E. or substitute	.5		Art, Choir, Dance, Thtr., Band	1	
World Geography			P.E. or substitute	.5		P.E. or substitute	.5	
Science			P.E. or substitute	.5		P.E. or substitute	.5	
Fine Arts	1		P.E. or substitute	.5		P.E. or substitute	.5	
Additional Electives	4.5		Technology Applications	1		P.E. or substitute	.5	
			Communication Applications	.5		Technology Applications	1	
			Additional Electives	3.5		Communication Applications	.5	
						Additional Electives	2.5	
						4 Advanced Measures		
						Tech Prep		
						Original Research/Project (0-2)		
						Test Data (0-4)		
						College Course (0-4)		

Note:
Since the fall of 2004, all ninth grade students are required to complete either the recommended or distinguished plan, unless determined otherwise through committee.

Testing Requirements Checklist

Exit Level TAKS Tests in Grade 11 (must pass all)

- _____ English Language Arts
- _____ Mathematics
- _____ Science
- _____ Social Studies

ATTACHMENT C

Pre-AP



Preparing Every Student for College

Pre-AP is a suite of K-12 professional development resources and services. The purpose of the Pre-AP Initiative is to equip all middle and high school teachers with the strategies and tools they need to engage their students in active, high-level learning, thereby ensuring that every middle and high school student develops the skills, habits of mind, and concepts they need to succeed in college. Pre-AP Initiatives is a key component of the College Board's® K-12 Professional Development unit.

Conceptually, Pre-AP is based on the following two important premises. The first is the expectation that all students can perform at rigorous academic levels. This expectation should be reflected in curriculum and instruction throughout the school such that all students are consistently being challenged to expand their knowledge and skills to the next level.

The second important premise of Pre-AP is the belief that we can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible. Addressed effectively, the middle and high school years can provide a powerful opportunity to help all students acquire the knowledge, concepts, and skills needed to engage in a higher level of learning.

Since Pre-AP teacher professional development supports explicitly the goal of college as an option for every student, it is important to have a recognized standard for college-level academic work. The Advanced Placement Program provides these standards for Pre-AP. Pre-AP teacher professional development resources reflect topics, concepts, and skills found in AP courses.

The College Board does not, however, design, develop, or assess courses labeled "Pre-AP." Courses labeled "Pre-AP" that inappropriately restrict access to AP and other college-level work are inconsistent with the fundamental purpose of the Pre-AP initiatives of the College Board.

As in all its programs, the College Board is deeply committed to equitable access to rigorous academic experiences. We applaud the efforts of our many colleagues making that happen in so many different ways in classrooms around the world.

This information was found at the following website: <http://apcentral.collegeboard.com/apc/public/preap/index.html>

ATTACHMENT D

TIMELINE FOR REVIEW, STUDY AND RECOMMENDATION REALIGNMENT OF PRE-AP COURSES DEVELOPMENT OF CURRICULUM DEVELOPMENT OF NEW CLASS RANK POINT STRUCTURE

Date	Action	Discussion Notes
June 25 – July 31, 2009	<ol style="list-style-type: none"> 1. Curriculum content coordinators will review and make recommendations regarding courses currently identified as Pre-AP to ensure each identified course is part of a vertically-aligned series of courses that ends with a specific AP course (i.e., a Pre-AP English course that leads directly to AP Language and Composition). 2. Curriculum content coordinators will begin developing a standard curriculum for currently identified Pre-AP courses that distinguishes these courses from the General Education program. Advanced Academics teachers will be invited to assist in this process. Curriculum-based assessments also will be developed to ensure alignment between the written, taught, and tested curriculum. 3. Curriculum content coordinators will update current scope and sequence for general education courses to ensure all content areas are infusing pre-AP strategies and going beyond the TEKS in depth and complexity to prepare students to be successful in Advanced Academics courses. Content teachers across grade levels and subject areas will be invited to assist in this process. 4. Assistant Superintendent for Academics will work with HS principals to review/revise/develop proposed class rank point structure that addresses levels of rigor based on a standard curriculum and board-approved requirements (i.e., AP exams). 	<p><i>Asst. Superintendent for Academics will have oversight throughout this process.</i></p> <p><i>Any recommended changes to course identification will be applicable for the 2010-2011 school year.</i></p> <p><i>Teachers who assist with curriculum development outside of the contract period will receive compensation.</i></p>
August 2009	<ol style="list-style-type: none"> 1. Curriculum Coordinators will review initial recommended course changes and solicit input from campus administrators and Advanced Academics teachers. 2. Curriculum content coordinators and Advanced Academics teachers who choose to participate will continue working on standard curriculum for currently identified Pre-AP courses and CBA's. 	<p><i>Asst. Superintendent for Academics will have oversight throughout this process.</i></p> <p><i>Teachers who assist with curriculum development outside of the contract period or beyond the instructional day will receive compensation.</i></p> <p><i>Updates/revisions to Pre-AP and</i></p>

	<ol style="list-style-type: none"> 3. Curriculum content coordinators and their respective vertical teams will continue to update current scope and sequence for general education courses with pre-AP strategies. 4. HS Principals will meet with their faculty/staff to review class rank point structure options. 	<i>General Education Curriculum development and CBA's will be ongoing throughout the course of the year until fully developed.</i>
September 10, 2009	<ol style="list-style-type: none"> 1. Curriculum team will present to the District Educational Improvement Council (DEIC) proposed changes for Pre-AP identified courses to be included in the 2010-2011 course guide. 2. Assistant Superintendent for Academics will present to and solicit discussion from DEIC on class rank point structure options. 	
September 19, 2009	Curriculum staff will conduct session at Parent Summit re: proposed changes for Advanced Academics courses and class rank point structure.	
October 29, 2009	<ol style="list-style-type: none"> 1. Assistant Superintendent for Academics will report to the Board on: <ol style="list-style-type: none"> a. a new class rank point structure to be implemented with students entering high school in 2010 and after; b. a revised class rank point structure to be implemented with students entering high school in 2009 or before; and c. changes to courses currently identified as Pre-AP. Ensuring a vertically-aligned series of courses that ends with a specific AP course will be the focus. d. changes to occur to Board Policy EIC Local as a result of the above recommendations; 2. Solicit board discussion on the (above) reported topics in anticipation of a formal recommendation to be made. 	
October 30 - November 6, 2009	<p>Make any necessary final adjustments based on collective feedback on:</p> <ol style="list-style-type: none"> 1. Pre-AP identified courses; 2. New class rank point structure/policy; and 3. Board Policy EIC Local 	

November 19, 2009	<p>The administration will recommend to the Board approval of:</p> <ol style="list-style-type: none"> 1. Newly identified Pre-AP courses; 2. New class rank point structure/policy; 3. Board Policy EIC Local. 	
November 20, 2009 – January 15, 2010	Update Course Guides based on Board decision of November 19 th , 2009.	<p><i>Course Guides must go to print by mid January <u>November 23, 2009</u> to be ready for course selection process. Course selection for 2010-2011 begins in February <u>December 7, 2009</u>.</i></p>

ATTACHMENT E

Comal ISD
046902

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

HONOR GRADUATES / TOP TEN PERCENT	All eligible students whose grade rank point averages comprise the top ten percent of the graduating class, as determined by the District's procedure to qualify for automatic admission under Education Code 51.803, shall be recognized as honor graduates. [See EIC (LEGAL)]
TOP TEN PERCENT	Special recognition shall be given to students in the top ten percent of each graduating class. The two-year residency requirement necessary for valedictorian and salutatorian shall not be applicable to these students.
VALEDICTORIAN AND SALUTATORIAN	To be eligible for valedictorian or salutatorian honors, a student must have been continuously enrolled in <u>on</u> the District- <u>campus</u> high school for two full years preceding graduation and must have completed the Recommended Program or the Distinguished Achievement Program for graduation.
EARLY GRADUATION	Students who anticipate completing high school in fewer than four years must file an application for early graduation in the counselor's office. [See EIC EIF (EXHIBIT B)] This application should be completed and filed by June 1 preceding the year of early graduation <u>January graduation and October 1 preceding May and August graduation</u> . Students desiring to graduate early may participate in graduation ceremonies at the end of the school year only if all graduation requirements are completed prior to the graduation ceremony. Students may not be ranked higher than third in the senior class rank and shall share that ranking position with fourth-year seniors. A decision about participation in the ceremonies and arrangements for ordering cap and gown must be made during or prior to the last day of the first semester. It is the responsibility of the student to attend graduation rehearsal, pick up cap and gown, and pick up invitations at the designated times. Students who graduate early and wish to participate in graduation exercises shall be required to abide by the same school rules and regulations as other students. Students who are not enrolled in the District in the spring semester shall not be able to participate in senior activities during the remainder of the year. This includes such activities as the senior trip, junior-senior prom, and other class functions. Diplomas shall be awarded at the end of the school year.
RANK IN CLASS	Official class standing reports shall be issued to students following each semester of high school of the regular school year. Class rank is determined using a weighted system that supports academic achievement and rigor.

The report designates the position of each student relative to other students in the graduating class. The position or rank is reported as "number (_____) out of (_____) students in graduating class." Example: Student A is ranked number 6 in a class out of 480 students in graduating class.

ACADEMIC HONORS FOR SENIORS

Recognition for academic honors shall be given to the following graduating seniors:

1. The highest ranking student shall be recognized as the valedictorian, based on the ~~weighted~~ rank points for each high school semester course on the ~~weighted~~ rank list taken and completed in all four years of high school. Designated middle school courses taken for high school credit will be calculated in the rank for students entering high school in 2008 and beyond.
2. The second highest ranking student shall be recognized as the salutatorian, based on the ~~weighted~~ rank points for each high school semester course on the ~~weighted~~ rank list taken and completed in all four years of high school. Designated middle school courses taken for high school credit will be calculated in the rank for students entering high school in 2008 and beyond.

To be eligible for recognition as the valedictorian or salutatorian, a student shall have been enrolled in ~~on~~ a District campus high school for two full school years immediately prior to graduation.

3. The top ten ranking students, including the valedictorian and salutatorian, shall be recognized as honor students.
4. The top five percent of the class shall be recognized as *summa cum laude* graduates.
5. The top ten percent of the class shall be recognized as *magna cum laude* graduates.
6. The top 15 percent of the class shall be recognized as *cum laude* graduates.

To be eligible for any honor graduate status other than valedictorian, ~~and salutatorian, and top ten (as described in items 1-3 above)~~, a student shall have been enrolled in ~~on~~ a District campus high school for one full school year immediately prior to graduation.

~~Only~~ Students recognized as honor graduates (as described in items 1-6 above) and/or members of the National Honor Society will be recognized with the appropriate honor cord at graduation. Other nationally recognized school organizations and school sponsored community service recognitions may be honored at graduation or at a special Senior Awards Ceremony. All other graduation recognitions and/or honors may occur at a special Senior Awards Ceremony conducted by each individual High School.

Regulations and requirements for academic honors are as follows:

1. Students shall receive ~~weighted~~ rank points corresponding to the level of difficulty of the courses taken. [See EIC(EXHIBITS A and B)]
2. The ~~weighted~~ rank points for each semester course on the ~~weighted~~ rank list taken in middle school and in all four years of high school shall be used to determine the academic class ranking.
3. Course weight shall be determined by the type of course the student has taken.

For students entering high school in 2010 and before, course weight is based on the following 4-tiers and rank structure [See EIC(EXHIBIT A):

- a. AP course, in accordance with the AP Agreement [See EIC(Exhibit C)]
- b. Pre-AP/Dual Credit courses
- c. Academic course General Education (core curriculum) and AP courses in accordance with the AP Agreement [See EIC(Exhibit C)]
- d. Modified course and Regular courses (required electives).

For students entering high school in 2011 and beyond, course weight is based on the following 4-tiers, using a multiplier [See EIC(EXHIBIT B):

- a. Dual Credit and AP courses, in accordance with the AP Agreement [See EIC(Exhibit C)]
- b. Pre-AP
- c. General Education (core curriculum) and AP courses in accordance with the AP Agreement [See EIC(Exhibit C)]
- d. Modified course

*Note: For students entering high school in 2011 and beyond, all high school courses taken at the middle school will be calculated using the multiplier described in EIC(EXHIBIT B).

4. ~~Weighted ranks~~ Class rank for academic honors shall be determined at the end of the ~~third nine week period~~ first semester of the senior year. Each semester shall be calculated separately in determining the ~~weighted~~ rank points. All numerical grades shall be used in determining the ~~weighted~~ rank point; grades of E, S, U, and P on the transcript shall not be used in the computation. Seniors graduating at the end of the first semester shall have all numerical grades through the end of that semester used in determining ranking for academic honors.
5. Credits earned through accredited high schools, ~~or~~ night schools, or correspondence courses from recognized institutions shall be used in determining averages for academic honors.
6. Only advanced courses approved by TEA from the state of Texas shall be used to determine rank in class and qualification for Recommended and Distinguished Achievement Graduation Programs.
7. Grades transferred must be from a four-year accredited high school to be accepted. If a student transfers from a non-accredited school, only grades earned at a local District high school shall be used for determining averages for ranking for academic honors.

The following numerical values shall be used for letter grades transferred to or from the school:

A+ = 97	B+ = 88 <u>87</u>	C+ = 79	D+ = 74
A = 94	B = 84	C = 77	D = 72
A- = 91 <u>90</u>	B- = 80	C- = 75	D- = 70

“HONORS” ADDRESS

The students ranked as numbers 1 and 2 at the end of ~~the third nine weeks~~ the first semester of their senior year will be selected to give an “honors” address for graduation exercises. Should either decline the opportunity, another student from the top ten ranking students (identified at the end of the ~~third nine weeks~~ first

semester) will be selected at random to present an address. The two speeches shall be considered honors addresses at the graduation ceremonies, and the students shall prepare the oration accordingly.

CONDUCT

To qualify to give a graduation speech, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including removal to an AEP, a three-day suspension, or expulsion during their senior year of high school.

COURSE
OFFERINGS
LIST

A course offerings list ~~and a weighted ranking list~~ shall be maintained in the counseling office and in the high school course guide, which can be found on the District's website.

EXTRA POINTS

This provision applies only to students who enter(ed) high school as a freshman in 2006. Students entering high school in 2007 and thereafter will not receive extra points added to the numerical semester grade for GPA purposes.

Separately from ~~weighted~~ rank points for the purposes of weighted grade point average of class rank, five extra points shall be added to the numerical semester grade for ~~honors~~ Pre-AP and Dual Credit courses and ten extra points shall be added to the numerical semester grade for Advanced Placement courses in the following instances only:

1. National Honor Society eligibility.
2. ~~Final~~ Cumulative grade average as recorded on the student's ~~final~~ transcript at the end of ~~the senior year~~ each semester.

Extra points shall not be added or used:

1. On report cards.
 2. On the transcript, except for the ~~final~~ cumulative grade average as described above.
 3. In qualifying for semester exam exemptions.
 4. In calculating ~~weighted~~ rank points for class ranking.
 5. For honor roll determination.
 6. For academic jacket award determination.
 7. To change an AP/Pre-AP/~~Honors~~ Dual Credit class to a passing average.
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Comal ISD
046902

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(EXHIBIT A)

Class Rank Chart for students entering High School in or prior to 2010-2011

Points	AP *	Dual/Pre-AP	General Edu. and AP*	Regular/Modified
8.0	100	-	-	-
7.9	99	-	-	-
7.8	98	-	-	-
7.7	97	-	-	-
7.6	96	-	-	-
7.5	95	-	-	-
7.4	94	-	-	-
7.3	93	-	-	-
7.2	92	-	-	-
7.1	91	-	-	-
7.0	90	100	-	-
6.9	89	99	-	-
6.8	88	98	-	-
6.7	87	97	-	-
6.6	86	96	-	-
6.5	85	95	-	-
6.4	84	94	-	-
6.3	83	93	-	-
6.2	82	92	-	-
6.1	81	91	-	-
6.0	80	90	100	-
5.9	79	89	99	-
5.8	78	88	98	-
5.7	77	87	97	-
5.6	76	86	96	-
5.5	75	85	95	-
5.4	74	84	94	-
5.3	73	83	93	-
5.2	72	82	92	-
5.1	71	81	91	-
5.0	70	80	90	100
4.9	69	79	89	99
4.8	68	78	88	98
4.7	67	77	87	97
4.6	66	76	86	96
4.5	65	75	85	95
4.4	64	74	84	94
4.3	63	73	83	93
4.2	62	72	82	92
4.1	61	71	81	91
4.0	60	70	80	90
3.9	59	69	79	89
3.8	58	68	78	88
3.7	57	67	77	87
3.6	56	66	76	86
3.5	55	65	75	85
3.4	54	64	74	84
3.3	53	63	73	83
3.2	52	62	72	82
3.1	51	61	71	81
3.0	50	60	70	80

***In Accordance with AP Agreement**

Course Listing – Rank Chart for Students Entering High School in or prior to 2010-2011

Advanced Placement (In Accordance with AP Agreement)

AP English III and IV	AP Calculus AB	AP US Government	AP Physics
AP Latin IV	AP Calculus BC	AP European History	AP Environmental Science
AP Spanish IV and V	AP Statistics	AP Macroeconomics	AP History of Art
AP German IV	AP World History	AP Microeconomics	AP Studio Art
AP French IV	AP Human Geography	AP Biology	AP Spanish III for Spanish Speakers
AP Computer Science	AP US History	AP Chemistry	-

Pre-Advanced Placement

Pre AP English I and II	Pre AP German II and III	Pre AP Biology	American Government - Research Methods
Pre AP Latin II and III	Pre AP Geometry	Pre AP Chemistry	Independent Study Mentorship (ISM)
Pre AP Spanish II and III	Pre AP Algebra II	Pre AP Physics	-
Pre AP French II and III	Pre AP Pre-Calculus	Pre AP World Geo.	-

General Education and AP Courses listed above, and in accordance with AP Agreement

English I	French I	Pre Calculus	Earth and Space Science
English II	French II	Independent Study in Mathematics	Geology, Meteorology & Oceanography
English III	French III	Integrated Physics and Chemistry (IPC)	World Geography
English IV	German I	Chemistry	World History
Spanish for Spanish Speakers I/II	German II	Biology	US History
ESOL I	Latin I	Physics	US Government
ESOL II	Algebra I	Aquatic Science	Economics
Spanish I	Geometry	Environmental Systems	-
Spanish II	Algebra II	Anatomy and Physiology	-
Spanish III	Math Models	Astronomy	-

Regular and Modified

Communication Applications	Academic Math Skills IV	Language Arts I	Community Citizenship II
Health	Science Exploration I	Language Arts II	Community Citizenship III
Academic Math Skills I	Science Exploration II	Language Arts III	Community Citizenship IV
Academic Math Skills II	Science Exploration III	Language Arts IV	-
Academic Math Skills III	Science Exploration IV	Community Citizenship I	-

Note: Students enrolled in Academic and Foreign Language Dual Credit courses will receive "Pre-AP" points unless otherwise indicated. See your Counselor for further details.

Comal ISD
046902

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(EXHIBIT B)

**CISD Courses Used for Class Rank
for Students Entering 9th Grade in 2011 and Beyond**

Core Academic Classes						
	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	FOREIGN LANGUAGE	OTHERS
Mult.						
1.0	Language Arts I - IV (Modified Curriculum)	Academic Math Skills I - IV (Modified Curriculum)	Science Exploration I - IV (Modified Curriculum)	Community Citizenship I - IV (Modified Curriculum)		
1.1	English I ESOL I English II ESOL II English III English IV	Algebra I Geometry Algebra II Math Models Pre-Calculus Independent Study in Math Other State Approved Courses in the Future	Integrated Physics & Chemistry Biology Chemistry Physics Aquatic Science Environmental Systems Anatomy and Physiology Astronomy GMO Earth and Space Science	World Geography World History US History US Government Economics American Government - Research Methods	French I, II, III German I, II, Latin I Spanish I, II, III Spanish for Spanish Speakers I/II	
1.15	English I Pre-AP English II Pre-AP	Geometry Pre-AP Algebra II Pre-AP Pre-Calculus Pre-AP	Biology Pre-AP Chemistry Pre-AP Physics Pre-AP	World Geography Pre-AP	French II Pre-AP French III Pre-AP German II Pre-AP German III Pre-AP Spanish II Pre-AP Spanish III Pre-AP Latin II Pre-AP Latin III Pre-AP	
1.2*	English III AP English IV AP	Calculus AP-AB Calculus AP-BC Statistics AP Computer Science AP	Biology AP Chemistry AP Physics AP B Physics AP C Environmental Systems AP	World History AP Human Geography AP US History AP US Government AP Macro Economics AP Micro Economics AP European History AP	French IV AP German IV AP Latin IV AP Spanish IV AP Spanish V AP AP Spanish III for Spanish Speakers	Independent Study Mentorship (ISM) Studio Art AP Art History AP

**All Dual Credit in the core academic and foreign language courses will be calculated using the same multiplier as AP courses.*

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046902

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(EXHIBIT C)

Comal ISD Advanced Placement Agreement 20__-20__

All students enrolled in Advanced Placement (AP) courses will be required to take the corresponding AP examination in order to meet the requirements of the course. The cost of the exam is shared by the student and the district. AP testing fees are due by the end of the first nine weeks. The following fee structure will apply:

No. of Exams*	Cost to Student	Cost to District
1 st and 2 nd exam	\$30.00/exam	\$26.00/exam
3 rd and 4 th exam	\$20.00/exam	\$36.00/exam
5 th + exams	\$15.00/exam	\$41.00/exam

*Applies to individual students taking multiple exams or multiple exams being taken by students within the same family.

Fees are greatly reduced for students with proven financial need as evidenced through the free or reduced lunch program. Students who do not meet the requirements through the free or reduced lunch program but may have a financial hardship may submit a request for financial assistance to the campus principal for consideration.

Students taking AP classes but not taking the corresponding exam will not have fulfilled the requirements of the course and therefore will fall under one or more of the following categories:

1. Students who do not pay the AP exam fee by the end of the first nine-weeks may choose to remain in the AP class; however, the student **will not** receive the rank points for the class, as they will not have fulfilled the requirements of the course. The District’s “Final Exemption Policy” will apply for those who meet the criteria as stated in the guidelines.
2. Students paying for the AP exam fee but drop the course at the end of the first semester or prior will be entitled to a refund; however, they will not receive the rank points for the first semester. Students who remain in the class beyond the 1st semester will be obligated to remain in the AP class for the remainder of the school year.
3. Students paying for the AP exam but fail to show up to take the test will be required to take a final exam at the end of the second semester, with no option to exempt the exam. The grade earned will be the grade reported on the report card as the final exam grade. Students will still earn rank points under this scenario. There will be no refunds for exam fees due to “no-shows” for the test.

My signature indicates my understanding of the requirements for taking an AP course as stated herein.

Student Name (Print)

Parent Name (Print)

Student Signature

Parent Signature

Date

Date

***Please sign and return this form to the designated campus personnel with your AP exam payment.
Please ensure you receive a receipt for your payment.***

ATTACHMENT F

MIDDLE SCHOOL COURSE GUIDE UPDATE

Recommended Changes

- Update grade conversion chart
- Minor editorial revisions throughout guide.
- Introduce new graduation plan for students entering HS in 2011
- Introduce new class rank structure
- Minor changes to course offerings.

Course Additions: PE for HS Credit (Description Included)

Foundations of Personal Fitness – 7104

HS Credit: ½-1, **Semester/Full Year** **Grade: 8** **Prerequisite:** *None*

Foundation of Personal fitness provides students with a range of knowledge and skills that will enable them to understand the importance of an active lifestyle and to design effective and appropriate fitness programs throughout their lives. This course will include a wide range of individual, team, outdoor and recreational activities and sports. **This course yields high school credit. The grade earned will be factored into the student's high school GPA.**

Course Revisions: Change Career Connections to Exploring Careers. No longer yields HS credit. (Description included.)

Exploring Careers - 8474

Semester

Grade: 7

Prerequisite: *None*

This course is an activity-based career development course which provides linkages between classroom experiences, community resources, and career choices to real world outcomes. Opportunities to develop and/or improve self-awareness in relation to career opportunities and options and related education, training and lifelong learning, and success in all adult roles will be provided through classroom activities and job shadowing experiences in the community. Opportunities to explore a variety of career options within a specific career concentration will be provided to all participants. Each student will develop a six year plan to include opportunities to plan for and earn dual credit while in high school.

ATTACHMENT G

HIGH SCHOOL COURSE GUIDE UPDATE

Recommended Changes

- Update grade conversion chart
- Update graduation plans
- Update rank information
- Incorporate any applicable changes based on HB 3, TEKS revisions, local policy changes, or other legislative mandates
- Minor editorial revisions throughout guide.
- Additions, deletions, revisions to course offerings identified below

Course Additions:

Independent Study in Mathematics – Statistics - 2133

Credit: 1, Full Year **Grade: 10-12**

Prerequisite: *Algebra II*

This course prepares students to take entry level Statistics in college. Students should have a solid foundation in algebra prior to enrollment. This course will introduce students to four major conceptual themes: observing and exploring data; planning a statistically valid investigation; anticipating patterns and using probability and simulations for predicting outcomes; and confirming or rejecting models through statistical inference. Technology is an integral part of the course. Graphing calculators and computers are the primary tools for data analysis. This course will count as a fourth math credit, and receives Academic weight for GPA calculation.

Earth and Space Science – 3373

Credit: 1, Full Year **Grade: 11-12**

Prerequisite: *Completion of science graduation sequence and 3 Math courses, one of which may be taken concurrently.*

Earth and Space Science is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time. This course is centered around 3 themes: Earth in space and time, solid Earth, and fluid Earth. The students will study systems, energy, and relevance associated within each of the themes.

AP Spanish V –

Credit: 1, Full Year **Grade: 12**

Prerequisite: *AP Spanish IV*

The AP Spanish Literature course is designed to provide students with a learning experience equivalent to that of a third-year college course in Peninsular and Latin American literature. It will serve as a literary survey course, introducing students to a representative body of Spanish literary texts from beginning of that canon through modern authors. Students will read diverse literature written in Spanish and will analyze and write about that literature in Spanish. This is a rigorous class offered for the fifth year Spanish student. Students will be required to take the AP Spanish Literature exam in May.

Course Revisions/Changes:

A complete rewrite of the Career and Technical Education (CTE) TEKS has prompted changes to our Technology Applications courses. Those changes are as follows:

New CTE courses that will replace current Tech Apps courses:

- Advanced Graphic Design and Illustration will replace Web Mastering
- Audio Video Production will replace Multimedia
- Graphic Design and Illustration will replace Computer Multimedia and Animation
- Digital and Interactive Media will replace Business Image Management and Multimedia
- Business Information Management will replace (BCIS I)
- Principles of Information Technology will replace Computer Applications

The rewrite of CTE TEKS also impacted CTE courses offered by CISD. Courses offered by CISD in the past have either been deleted from the TEA state approved course listing or embedded in other courses, increasing the credit from ½ to 1 credit.

The new approved state courses for CTE are organized into 16 categories or clusters, which are:

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

Comal ISD has identified 14 of the 16 clusters as elective options for students at three high schools.

- Many of the courses are cross clustered to substantiate curriculum offerings for students in a coherent sequence.
- Each of the CTE TEKS, by cluster, are available on the CISD website under Curriculum, Career and Technical Education.
- All of the CTE courses have new TEKS and PEIMS codes; therefore, will have new course names and descriptions included in the 2010-2011 High School Course Guide.
- Many of the new courses have been embedded into curriculum offered in previous years.
- All of the PEIMS numbers have changed and will be in effect beginning 2010.

Career and Technical Education

(* denotes new courses)

Agriculture, Food & Natural Resources Cluster

Principles of Agriculture Food and Natural Resources- 8004
Horticulture Science – 8024
Food Technology and Safety – 8044
Professional Standards in Agribusiness - 8054
Wildlife, Fisheries and Ecology Management- 8074
Livestock Production- 8084
Advanced Animal Science - 8082
Equine Science – 8094
Landscape Design and Turf grass Management – 8124
Advanced Plant and Soil - 8132
Range Ecology and Management - 8144
Agribusiness Management and Marketing – 8164
Agriculture Mechanics and Metal Technology-8214
Agricultural Facilities Design and Fabrication – 8234
Principles and Elements of Floral Design – 8674
Practicum in Agriculture, Food and Natural Resources- 8254
Practicum in Agriculture, Food and Natural Resources II – 8264

Finance Cluster

Accounting I – 8614
Securities and Investments-8034*
Banking and Financial Services-8104*
Accounting II – 8624

Business Management and Administration Cluster

Principles of Business Marketing and Finance– 8664*
Business Information Management I – 8643 (Dual 8645)
Business Information Management II - 8653 (Dual 8655)
Business Management- 8704
Business Law- 8134*
Global Business- 8154*
Practicum in Business Management– 8724
Practicum in Business Management II-8734
Problems and Solutions– 8634*

Information Technology Cluster

Principles of Information Technology – 8833 (Dual- CHS only 8835)
Digital and Interactive Media- 8683
Computer Maintenance – 8484

Education and Training Cluster

Instructional Practices in Education and Training -8964

Practicum in Education and Training - 8974

Human Services Cluster

Principles of Human Services-8114

Child Development – 8344

Child Guidance– 8334

Parenting Education for School Age Parents I-9234

Family and Community Services-9046

Family and Community Services II-9076

Arts, AV Technology and Communications Cluster

Fashion Design - 8454

Advanced Fashion Design – 8194

Commercial Photography – 8754

Advanced Commercial Photography - 8764

Audio Video Production-8684*

Advanced Audio Video Production-8664

Graphic Design and Illustration-8204

Advanced Graphic Design and Illustration-8205*

Hospitality and Tourism Cluster

Principles of Hospitality and Tourism- 9224

Travel and Tourism Management-9224*

Hospitality Services-846

Culinary Arts – 8944

Practicum in Culinary Arts - 8954

Career Preparation I - 8374

Career Preparation II - 8384

Health Science Cluster

Principles of Health Science Technology – 8414

Medical Microbiology- 9114 (Science Credit)

Pathophysiology- 9134 (Science Credit)

Medical Terminology- 9174

Health Science - 8424

Practicum in Health Science (Clinical Rotation) - 8434

Practicum in Health Science Technology II –Pharmacology – 8394

Anatomy and Physiology -8403 (Dual- 8405) (Science Credit)

Manufacturing Cluster

Principles of Manufacturing - 8784

Welding-8865

Manufacturing and Technology Academy- 9035, 9135

Architecture and Construction Cluster

Principles of Architecture and Construction – 8834

Architectural Design – 8794

Engineering Design and Presentation-8934

Interior Design – 8364

Advanced Interior Design – 8304

Construction Technology – 8874

Mill and Cabinetmaking Technology – 8934

Problems and Solutions in Technology - 8824 (Dual *CHS* only 8825)

Transportation, Distribution, Logistics Cluster

Principles of Transportation, Distribution, and Logistics – 8554

Automotive Technology - 8504

Advanced Automotive Technology – 8534

Practicum in Transportation, Distribution and Logistics – 8514

Law, Public Safety, Corrections & Security Cluster

Principles of Law, Public Safety, Corrections and Security– 8564

Correctional Services-8914*

Forensic Science-9244

Fire Fighter I-9254

Law Enforcement I - 8904*

Law Enforcement II– 8924*

Security Services – 8494

Court Systems and Practices-8774