

ADVANCED COURSEWORK

MODEL POLICY | FEB. 2026

OVERVIEW

Advanced courses help students build strong academic skills, earn college credit, and graduate better prepared for college and careers. Too often, access depends on where a student attends school or whether families know how to opt in. These barriers prevent many students who are ready for advanced work from getting the opportunities they deserve.

Alongside state-required advanced math pathways in middle school, this model policy automatically enrolls students who qualify into advanced courses in core high school subjects based on their academic record. Families receive clear information about course placement and benefits, but may choose to opt their child out with the support of a counselor.

The policy also expands access to free dual-credit opportunities and helps ensure students have consistent access to advanced coursework across campuses by requiring a baseline set of advanced courses to be offered districtwide.

MODEL POLICY

AUTOMATIC ENROLLMENT

To expand access and increase the number of students completing advanced academic coursework in grades 6–12, including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit, Dual Enrollment, or other advanced courses identified by the District, the District shall maintain an automatic enrollment policy for advanced coursework.

The District shall define advanced coursework qualification based on state requirements, relevant state and national assessment results, and any appropriate locally defined measures that incorporate demonstrated student proficiency aligned to state academic standards.

Students in middle school who qualify for advanced mathematics as required by Texas Education Code Section 28.029 or locally approved measures and students in high school who qualify for advanced coursework in core subjects shall be automatically enrolled in the corresponding advanced course(s). The District may forgo automatic enrollment only if the student's parent opts the student out of the advanced course or the student's Admission, Review, and Dismissal (ARD) committee determines that enrollment in the advanced course is not in the student's best interest.

BASELINE ADVANCED COURSES

The District shall define and maintain a list of baseline advanced academic courses that each zoned high school and middle school shall offer on an annual basis. This policy shall not be construed to limit the offering of additional advanced courses outside of the baseline advanced courses defined by the District.

The District shall identify baseline advanced courses based on alignment to postsecondary outcomes, student outcome data, and research-based best practices, prioritizing courses that align to college and career pathways that lead to high-wage, high-demand jobs. The District shall ensure the identified advanced courses cover all core subjects for middle and high school and ensure course offerings are sufficient to ensure every child has the opportunity to take five or more advanced courses.

The District shall revisit the list of baseline advanced courses at least every five years and make adjustments as necessary. If the District intends to sunset an advanced course as a baseline course, the District shall develop a transition plan and communicate the change at least one year prior to the phase out of the course.

DUAL CREDIT PATHWAYS

To the extent practicable, the District shall seek out partnerships with institutions of higher education to maximize dual credit opportunities that qualify for free college credit courses through the Financial Aid for Swift Transfer (FAST) program that align to credentials of value.