

Pathways Updates FAQ



Over the next few years, Lubbock-Cooper ISD will shift course offerings from the current three-tiered path system (On-Level, Accelerated, and Pre-AP/Honors) to a two-tiered system. Moving forward, two versions of classes will be offered: the standard course level and Pre-AP/Honors.

We understand this is a change for students and parents. Below you will find answers to questions you may have about this shift.

Q: Which tier is being eliminated?

In the past, many courses have been offered in three tiers: on-level, accelerated, and Pre-AP/honors. Moving forward, the on-level and accelerated titles will be dropped, and the standard course level will be taught using the framework of the previous accelerated courses.

Q: Why the change?

In short, because we KNOW our students can handle it. By using the former accelerated framework for standard level classes, we increase the level of expectation and academic achievement for all students. Lubbock-Cooper ISD has a long history of serving students well and providing all possible opportunities for success; this change ensures that ALL students receive the best possible educational experience. This move ensures better differentiation in both tiers, and improves service for all involved. Class sizes will be more equitable, we anticipate decreased behavior issues, and students will have the opportunity to collaborate with a wider variety of peers, ensuring that all students find academic groups with similar learning styles and needs.

This change also aligns with our [Portrait of a Pirate Learner](#), a document that has defined our goals and expectations for students for several years.

Q: My child is currently in on-level classes, and I am afraid this change will be overwhelming. How will you help my child?

The good thing about making this shift as a district is that your child will certainly not be the only child transitioning from the traditional, on-level coursework to the accelerated equivalent. This is not a new concept at LCISD, and has already successfully taken place at the elementary level, meaning your child has already been exposed to accelerated learning. For students who find the adjustment challenging, we have structures in place to meet them at their learning level.

LCISD teachers are well-versed in differentiated instruction - the ability to teach students in a variety of formats, making sure each student receives instruction in a way that makes the most sense for them. This also allows students to receive individualized instruction as appropriate.

Campuses will continue offering tutorial periods for students looking for additional time to master concepts or more one-on-one instruction outside of class time.

Students with a need for enhanced instructional support through Individualized Education Programs (IEPs) or 504 plans will continue to receive these services.

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Q: What is the difference in coursework between the former on-level and accelerated courses?

The most notable difference between the traditional on-level and accelerated classes is the incorporation of more project- and performance-based assessments at the accelerated level. Performance-based assessments could include storyboards to highlight historical events, recording and presenting the steps to solve a math problem, creating a brochure explaining a particular body system, dressing as a famous author to explain the plot of a book. Instead of just bubbling in answers on a multiple choice test, students demonstrate their knowledge through creative, interactive, and memorable activities and projects. We have learned over time that all students benefit from performance-based structure, because it allows them to demonstrate their understanding of concepts and skills through a variety of methods. In reality, this shift to a more performance-based structure has been underway in on-level classes for some time. This means that the transition to accelerated coursework is not going to be a significant shift.

Q: Are on-level teachers qualified to teach accelerated?

Yes! Our teachers have been teaching multiple course levels for years, and are well prepared for this change.

Q: Should we expect an increase in homework?

Not necessarily. As mentioned above, the shift to performance-based instruction has been ongoing, and the level of homework will be largely unchanged from what your child currently experiences. Teachers currently offer ample in-class time to work on projects and complete performance-based assessments and assignments, and this practice will continue. It is beneficial to encourage your child to utilize the available class time well and complete the largest portion of work at school.

Q: How will GPA weights work?

GPA will be calculated using no weight in a standard course, and 10 points for Honors/Pre-AP courses. The exemption process is determined by campus administration, and will be unchanged by this shift. If you have questions about exemptions on your child's campus, please reach out to campus administrators. At the middle school level, weighted GPA calculations are used only as qualifiers for activities like National Junior Honor Society or Student Council, and do NOT appear on report cards or transcripts. (Weighted GPA calculations only impact the transcripts of high school students.) Athletic eligibility is NOT affected by weighted GPA calculations.

Q: Who can I contact for additional information?

If you have any questions about this information, please contact your child's campus counselor.