

Parent communication regarding HB5

NOTE: Students and parents should note that the State Board of Education (SBOE) is currently determining finalization of all graduation requirements. Finalization will not be completed until sometime after January 31, 2014.

2 MAJOR AREAS IMPACTED BY HB5:

1. Graduation Plans Under HB5

The Minimum, Recommended, and Distinguished Achievement Programs will be replaced by the Foundation High School Program starting in the 2014-2015 school year. All current 9th, 10th, and 11th, in Wink-Loving ISD will be required to remain on current graduation programs. However, current 8th graders (students entering high school in 2014-15) will be required to complete the Foundation High School Program plus endorsements or distinguished

a. Foundation High School Program

- The basic Foundation High School Program Mandates:
 - 4 Credits in English Language Arts
 - o English I, II, III, and an *advanced ELA course
 - 3 Credits in Math
 - o Algebra I, Geometry, and an *advanced Math course
 - 3 Credits in Science
 - o Biology, IPC or an advanced course, an additional advanced course
 - 3 Credits in Social Studies
 - o U.S. History, .5 Economics, .5 Government, and either World History or World Geography
 - 2 Credits in the same language other than English or 2 credits in computer programming languages
 - 1 Credit in Fine Arts
 - 1 Credit in Physical Education
 - 5 Credits in Electives
- *Advanced courses will be approved by the State Board of Education (SBOE) in order to comply with the requirements of the Foundation High School Program. Each advanced course must prepare students to enter the workforce successfully or postsecondary education without remediation

b. Foundation High School Program + Endorsements

Beginning in the 2014-2015 school year, each incoming ninth grader must indicate in writing an endorsement choice.

A student may earn an endorsement on the student's diploma and transcript by successfully **completing a 4th year math and a 4th year science PLUS the curriculum requirements for that endorsement adopted by *SBOE rule.**

*SBOE will adopt rules in January, 2014 that will require a student to earn any endorsement by successfully completing a total of 26 credits that include: 4 Math credits, 4 Science credits, and two additional elective credits. The endorsement earned will be noted on the student's diploma and transcript.

The five endorsement options under HB5 are:

- I. Science, Technology, Engineering, and Math (STEM)** Includes courses directly related to; courses in health science, courses in science, including environmental science; technology, including computer science; engineering; and advanced math. These courses are found in the following career clusters:
 - o Health Science
 - o Science, Technology, Engineering and Math
- II. Business and Industry** Includes courses directly related to; database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, aviation, automotive technology, agricultural science, and HVAC (heating, ventilation, and air conditioning). These courses are found in the following career clusters:
 - o Ag, food, and natural resources
 - o Architecture and construction
 - o Arts, audio/video technology and communications
 - o Business management and administration
 - o Finance
 - o Hospitality and tourism
 - o Marketing
 - o Information technology
 - o Transportation, distribution and logistics

III. Public Services

Includes courses directly related to; education and training, law enforcement, culinary arts, and hospitality. These courses are found in the following career clusters:

- o Education and training
- o Government and public administration
- o Human services
- o Law, public safety, corrections and securities

IV. Arts and Humanities

Includes courses directly related to; political science, world languages, cultural studies, English literature, history, and fine arts.

V. Multidisciplinary

Allows a student to select courses from the curriculum of each endorsement area and earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement.

c. Foundation High School Program + Endorsements + Distinguished Level of Achievement

Beginning in the 2014-2015 a student may earn Distinguished Level of Achievement by completing 26 credits consisting of the Foundation High School Program requirements, plus Algebra II as one of the four math credits; credits for at least one endorsement, and a fourth advanced science credit. Students may use credits required for the Distinguished Level of Achievement to satisfy elective credit requirements.

A student who receives a diploma through the early college high school program will have earned a Distinguished Level of Achievement under the Foundation Program and allows a student to apply for admission to an institution of higher education the semester after the student earns the diploma.

d. Performance Acknowledgement

Beginning in the 2014-2015 school year, SBOE will adopt requirements by rule that a performance acknowledgement can be earned in the following ways: (1) for outstanding performance in a dual credit course, in bilingualism and biliteracy, on a college AP test or IB exam; or on the PSAT, the ACT-Plan, the SAT, or the ACT; or (2) for earning a nationally or internationally recognized business or industry certification or license. The performance acknowledgement earned will be noted on the student's diploma and transcript.

2. Testing Requirements:

The following list highlights key differences in assessment/EOC that are mandated by HB5

- Students must pass five End-of-Course Exams in order to graduate. The five EOC exams are:
 - Algebra I,
 - Biology,
 - English I & II (includes reading and writing in a single exam starting in the spring semester), and
 - U.S. History
- Eliminates the cumulative score requirement in each subject
- Eliminates the requirement that EOC exams count for 15 percent of a students' final course grade
- TEA must assign a scale score on each required EOC exam and convert the score to an equivalent score on a 100-point scale
- The commissioner must adopt rules to determine a method by which performance on an AP, IB, ACT, SAT, PSAT, ACT-Plan, or other national norm-referenced exam used by higher education to award credit will be used to satisfy EOC requirements
- A special education student's admission, review, and dismissal committee will decide whether the student must pass the EOCs in order to obtain a high school diploma
- A school district may not administer more than two benchmark assessments to prepare for a corresponding state-mandated assessment. (*A parent of a special needs student may request that additional benchmarks be administered to the parent or legal guardian's child*).
- Students may not be removed for remedial instruction for more than 10 percent of the days a class is offered (unless parent permission is received)
- School districts must offer, at no cost to students, accelerated instruction before the next test administration to student who fail an EOC for the five required exams
 - The instruction may require participation outside of normal school hours or normal school operations
- Requires a limited English proficiency (LEP) student to be enrolled in a U.S. school for at least 60 consecutive days during a school year to be considered as enrolled for that year for the purpose of determining state test participation (e.g., accommodated test, alternative test, or test exemption).
- Considers a student who satisfies the Texas Success Initiative (TSI) college readiness benchmarks, prescribed by the THECB, at the end of a

college preparatory course to have satisfied EOC requirements for an equivalent course.

- Mandates that if a district determines on completion of grade 11 that a student is unlikely to achieve the necessary score for one or more EOC exams, the district must require the student to enroll in a corresponding content-area college preparatory course
- Prohibits use of EOC exam results to consider class rank, top 10 percent, or a sole criterion for admission to an institution of higher education

Additional Website Links for Parents:

The Texas Education Agency has put together a website with information regarding HB5. This website contains the original text of HB5 and other documents that summarize this bill. The link to this website can be found below: Link:

<http://www.tea.state.tx.us/index2.aspx?id=25769806149>

The Texas Association of School Administrators developed a summary of HB5 in simplified language. The link to this document can be found below:

Link: <http://www.tasanet.org/cms/lib07/TX01923126/Centricity/Domain/4/hb5-summary.pdf>

The Texas Association of School Boards has also developed a summary of HB5 by sections of the bill. The link to this document can be found below:

Link: http://www.tasb.org/services/legal/esource/instruction/documents/house_bill_5_summary_aug2013.pdf