



## **Parent Communication Regarding HB5**

### **2 MAJOR AREAS IMPACTED BY HB 5:**

#### **1. Graduation Plans Under HB 5**

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 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students in Arlington ISD will be able to choose to remain on current graduation programs (DHSP, RHSP, MHSP) or move to the Distinguished Level of Achievement under the Foundation High School Program. However, current 8th graders (students entering high school in 2014-2015) will be required to complete the Distinguished Level of Achievement under the Foundation High School Program.

##### **a. Foundation High School Program**

The basic Foundation High School Program Mandates:

- 4 credits in English Language Arts
  - English I, II, III, plus an \*advanced ELA course
- 3 credits in Math
  - Algebra I, Geometry, plus an \*advanced Math Course
- 3 credits in Science
  - Biology, plus either IPC, Chemistry, or Physics, plus an advanced Science course
- 3 credits in Social Studies
  - U.S. History, .5 Economics, .5 U.S. Government, World History
- 2 credits in the same language other than English or in Computer Programming Language (computer science)
- 1 credit in Fine Arts
- .5 credits in Professional Communication (optional but may be required by the College/University of your choice)
- 1 credit in Physical Education
- 5 credits in electives (may include Career and Technology Education or certificate courses)
- For a total of 22 credits

- \*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 post-secondary 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 4<sup>th</sup> year math and a 4<sup>th</sup> 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 HB 5 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:

- Advanced Math
- Advanced Science
- Computer Science
- Engineering

### **II. Business and Industry**

Includes courses directly related to; database management information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, and agricultural science. These courses are found in the following career clusters:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Visual Technology, and Communication
- Business Management and Administration

- Communication
- Hospitality and Tourism
- Information Technology

### **III. Public Services**

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

- Education and Training
- Health Sciences
- Human Services
- Government and Public Administration
- Junior Reserve Officer Training Corp (JROTC)
- Law, Public Safety, Corrections, and Security

### **IV. Arts and Humanities**

Includes courses directly related to: political science, world languages, and cultural studies, English literature, history, and fine arts. These courses can be found in the following career clusters:

- Fine Arts
- Languages
- Social Studies

### **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 school year, 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.

#### **d. Performance Acknowledgement**

Beginning 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 on the PSAT, 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 the key differences in assessment/UEOC that are mandated by HB 5.

- Students must pass 5 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 in a 100-point scale
- The commissioner must adopt rules to determine a method by which performance on an AP, 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 the students, accelerated instruction before the next test administration to students 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 tests, or test exemption)
- Considers a student who satisfies the Texas Success Initiative (TSI) college readiness benchmarks, prescribed by the THEBC, at the end of a college preparatory course to have satisfied the 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 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 1 percent, or a sole criterion for admission to an institution of higher education

## **Additional Websites 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 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/legislative/legislative/reports/2013/documents/HB5summary.pdf>