Unpacking HB 5

HB 5 (Highlights)

- Board policy prohibiting the removal of a student for more than 10% of the school days to attend remedial tutoring or test preparation unless approved by parent/guardian
- Students must be in attendance 90% of the time to receive credit and final grade
- Districts must make Alg II available to all students

HB 5 (Highlights)

- Districts (with Board approval and in partnership with an IHE and local business/community members) may offer a course/activity/training/apprenticeship that leads to obtaining an industry recognized credential or certification
- Annual reporting to TEA required
HB 5 (Highlights)

- No later than September 1, 2014, SBOE is to establish at least 6 advanced CTE courses, including courses in personal financial literacy and in statistics to satisfy 4th year of mathematics
- Commissioner is to report progress by January 2015

HB 5 (College Prep Courses)

- Each school district in partnership with at least one IHE is to develop and provide courses in college prep for mathematics and English language arts for 12th grade students who do not meet the college readiness standards
  - Provided on HS campus (distance learning option)
  - Faculty from HS and IHE collaborate (Commission of TEA and THECB may adopt rules)
  - Must give notice to eligible students and their parents/guardians
  - Successful completion of the course may be used for the advance ELA/Mathematics curriculum requirement
  - Districts must develop or purchase instructional materials
  - May be dual credit (at discretion of IHE)
  - Must be available in 2014-2015
  - Expires September 1, 2015

HB 5 (Student Success)

- No later than July 1 of each school year, the Commissioner must certify whether sufficient funds have been appropriated to support SSI
  - Expands considerations to include:
    - Avg cost per student per assessment instrument
    - Number of students requiring accelerated instruction
    - Whether sufficient funds 3-12 have been provided to support students identified as potential dropouts
    - Commissioner can not consider SFP except state comp funds

Note: HS students that do not pass a required EOC are subject to accelerated instruction
(Personal Graduation Plans [PGP])

- Beginning in 2014-2015
  - Each student in JH or MS must have a PGP
  - Each HS student must have a PGP
    - Must be signed by the student and parent/guardian by end of the year
    - Must included a distinguished level of achievement
    - Any changes by the student requires written notification to the parent/guardian

HB 5 (Curriculum)

- SBOE is to establish a foundation program (22 credits) effective 2014-2015
  - 4 credits of ELA (Eng I – III and 1 adv credit)
  - 3 credits in Mathematics (Alg I; Geo, and 1 adv credit course)
  - 3 credits in Science (Bio, 1 adv credit, IPC or other adv credit)
  - 3 credits in Soc Studies (US Hist., 5 in Gov., 5 in Eco, 1 credit in World Geo or World Hist)
  - 2 credits in LOTE (option for computer programming languages)
  - 5 elective credits
  - 1 Fine Arts credit
  - 1 credit in PE

HB 5 (Curriculum)

- SBOE is to establish a distinguished level of achievement (26 credits) effective 2014-2015
  - All foundation program requirements plus a fourth year of mathematics and science and two additional elective credit
  - An endorsement in any one of the following:
    - STEM
    - Business and Industry (e.g., data base management ... HVAC)
    - Public Service (e.g., health sciences, law enforcement, culinary arts)
    - Arts and Humanities (e.g., poll sci, world language, fine arts, history)
    - Multidisciplinary Studies (each LEA must offer this one)
  - There are provisions for outstanding performance
HB 5 (Curriculum)

• Commissioner is to adopt and implement a transition plan for moving from the current (minimum, recommended, and advanced HS program) to the proposed program (foundation and distinguished level of achievement).
  • Opt in provision for seniors in the 2013-2014 year

HB Highlights

• Each district must post information and share with students and parents information about curriculum requirements for automatic admission and financial aid authorized under Title 3
• Agency is to develop form to be signed by school counselor, student and parent/guardian effective 2014-2015
• At all levels, a school counselor shall advise students and their parents/guardians on the importance of post secondary education

Additional Accelerated Instruction

• Before the next administration, each district must provide additional accelerated instruction to each student who does not meet level II on the state assessment
  – Districts cannot adopt a budget until sufficient funds are adopted for accelerated instruction
  – Annual report on effectiveness of accelerated instruction programs and hold a public meeting to review results
IMA Funds

- A district may place orders prior to the beginning of a fiscal year with Commissioner approval
- Pre-approvals will be paid before other orders placed by LEAs
- A publisher may decline to accept an order
- Districts may use funds to purchase college prep materials (2014-2015)
- Rules may be developed

State Assessment

- TEA is directed to develop an instrument for students with disabilities that measures growth
- Cannot require teachers to prepare tasks or materials for the assessment
- District cannot administer more than two benchmarks as preparation for state exams (2013-2014)
- Effective 2014-2015

State Assessment - EOC

- Five Exams
  - English I (Reading and Writing with one score)
  - English II (Reading and Writing with one score)
  - Algebra I
  - Biology
  - US History
- Scale scores shall be converted to 100 point scale by TEA
**State Assessment – Released Tests**

- 2012 – 2013 Questions and answers for exams not used for retest
- 2013 – 2014 Questions and answers for exams not used for retest
- 2014 – 2015 Questions and answers for exams not used for retest
- 2015 – 2016 Questions and answers for exams not used for retest
- Thereafter, release every third year.

**State Assessment – EOC Results**

- A student’s EOC results may not be used for:
  - Class Rank for any purpose
  - Automatic College Admission
  - Single criterion for admission to general academic teaching institution
  - Effective 2013-2014
- A student must meet the satisfactory scaled score for each required EOC

**State Assessment – College Readiness**

- The agency is to develop postsecondary readiness assessment instruments for Alg II and Eng III
  - District option to use
  - If used, administered not earlier than the second week in May
  - TEA annually collects data on use and results
- Cannot be used for accountability or teacher evaluation, student’s final grade or class rank or college admission
- Effective 2015-2016
Miscellaneous

- A student must be enrolled in a US school for at least 60 consecutive days to count that year
- Commissioner is to develop administration procedures that have minimal impact on school operations and disruption of the school day/environment
- Commissioner may not appoint anyone who is retained or employed by an assessment vendor

Accountability

- Beginning in 2016-2017, assign districts A, B, C (Acceptable), D or F (Unacceptable)
- Campus will still be rated as exemplary, recognized, or acceptable (Acceptable) or unacceptable (Unacceptable)

Accountability

- Each district is to evaluate the district and each campus in the performance in community and student engagement
- *Each is to be rated* as exemplary, recognized, or acceptable (Acceptable) or unacceptable (Unacceptable)
- Section 39.0545 (a-c) for areas of evaluation
- Effective 2013-2014
Accountability

- August 8th of each year:
  - Student Performance
  - Distinction Designations
  - Financial Rating
  - Community and Student Engagement Rating
    ▪ Ratings for each criteria and a holistic rating
    ▪ Local community involvement in developing evaluation

Accreditation Investigations

- Expands the authorization for investigations:
  - Excessive number of enrollees in Alg II are not successfully completing the course
  - Disproportionate number of graduates in a particular endorsement
- Effective 2014-2015

Financial Rating

- Reported by August 8th
- To include a look at solvency and insolvency issues (existing and in the future)
- Commissioner to adopt rules by March 1, 2015
- This is effective 2014-2015
- Districts must develop a corrective action plan to address weakness or deficiencies
Campus Distinctions

• Criteria to include percentage of students who:
  – Outstanding performance in closing student achievement differentials (if in the top 25 %)
  – Academic achievement in core content areas
  – Outstanding performance in advanced middle or junior high school student achievement in an EOC
• This is effective 2013-2014

School Accountability Dashboard

• TEA is to develop and maintain an internet website apart from the agency website to public access to school district and campus accountability information.
  – Student achievement
  – Student progress
  – Closing performance gaps
  – Post secondary readiness
  – Additional criteria

Notice on Agency Website

• By October 1 of each year
  – Performance ratings assigned to each district and campus
  – Financial accountability rating assigned to each school district and open-enrollment charter school
  – Effective 2013-2014