

Effective 2013-2014 School Year

Assessment

Grades 3-8

Reduction in assessments (effective upon federal waiver/notice that waiver not required – but no later than September 1, 2015) [HB 866]

1. Required assessments for all students

Math	Reading	Writing	Science	Social Studies
3, 5, 8	3, 5, 8	4, 7	5, 8	8

2. For each assessment described in 1 above (and the Gr. 6 assessments described in 3 below), TEA shall determine the *minimum satisfactory adjusted scale score (MSASS)*, which shall equal:

$$\begin{matrix} \text{Satisfactory} \\ \text{Scale Score} \\ \text{(SSS)} \end{matrix} + \begin{matrix} \text{\# of points necessary to add to SSS to produce a score that, within a 3\%} \\ \text{margin of error, is predictive that the student would achieve} \\ \text{satisfactory performance on an assessment in the same subject} \\ \text{administered to the student the following school year} \end{matrix}$$

3. Students shall be assessed in the following grades and subjects if they do not achieve MSASS in the applicable subject area assessment in the previous grade level the preceding year:

Grade 4	Grade 6	Grade 7
Math, Reading	Math, Reading	Math, Reading

EOCs

Reduction in assessments [HB 5]

1. Required EOCs

Math	Language Arts	Science	Social Studies
Algebra I	English I English II	Biology	U.S. History

- English I and II must assess reading and writing in the same instrument and must provide a single score
- 15% rule eliminated
- A student's performance on an EOC may not be used in determining class ranking
- Cumulative score eliminated
- Minimum score eliminated
- Students must achieve a scale score that indicates satisfactory performance on EACH EOC administered to the student in order to graduate (students who fail to pass may retake the test each time it is offered)
- For any scale score not based on a 100 point scale, TEA must provide a conversion based on a 100-point scale
- Substitutes for EOCs
 - Meeting Texas Success Initiative (TSI) on college readiness benchmarks prescribed by THECB for college preparatory classes under Sec. 28.014
 - Meeting satisfactory performance set by TEA on AP, IB, SAT subject test, SAT, ACT, PSAT, ACT-Plan (with retakes allowed for tests other than PSAT or ACT-Plan)
 - ARD committees shall determine whether students receiving special education services are required to pass EOCs to receive a high school diploma
- Students who, upon completion of Grade 11, are unlikely to pass one or more EOCs shall be required to enroll in a corresponding content-area college preparatory class and take an end-of-course assessment for that course scaled as determined by TEA
- Changes to EOCs apply to students who entered 9th grade in 2011-2012 or 2012-2013. TEA may adopt a transition plan to implement HB 5 amendments during the 2013-2014 and 2014-2015 school years.
- EACH time a student fails an EOC, the district shall provide accelerated instruction (AI) in the applicable subject area prior to the next administration of the test. The district shall use funds appropriated for AI, and must provide the AI at no cost to the student. The district must evaluate the effectiveness of AI programs for EOCs and annually hold a public meeting to consider the results.

Limitation on district-required benchmark assessment instruments (BAIs) [HB 5]

- A district may not administer to any student more than 2 BAIs to prepare the student for a corresponding state-administered assessment (does not apply to college preparation assessments such as AP, IB, SAT, ACT)
- Parents of students with special needs may request additional assessments

Release of questions and answer keys [HB 5]

- Required for 2012-2013, 2013-2014, 2014-2015 and 2015-2016 school years

Counting of Years in U.S. schools for LEP students [HB 5]

- A student is not considered to be enrolled in a U.S. school for a school year unless he/she is enrolled for a period of at least 60 consecutive days

Note: This quicklook is intended to summarize the provisions of HB 5 and HB 866 passed by the 83rd Texas Legislature that are most critical to campus leaders relating to curriculum, instruction, assessment and accountability issues. It is not intended to serve as a comprehensive reference of every provision of those laws. Complete information regarding laws passed by the 83rd Texas Legislature is available at Texas Legislature Online: <http://www.capitol.state.tx.us/>

Effective 2013-2014 School Year (continued)

Accountability

School District Evaluation of Performance in Community and Student Engagement [HB 5]

1. Each district must annually evaluate district and campus performance in community and student engagement and assign a performance rating of Exemplary, Recognized, Acceptable or Unacceptable
2. Required measures to be evaluated
 - a. Fine arts
 - b. Wellness and PE
 - c. Community and parental involvement (such as opportunities for parents to assist students in preparing for assessments, tutoring programs, community service projects for students)
 - d. 21st Century Workforce Development
 - e. Second Language Acquisition
 - f. Digital Learning
 - g. Dropout Prevention Strategies
 - h. Educational programs for G/T students
 - i. Record of the district and campus in complying with statutory reporting and policy requirements
3. Each school district will use criteria developed by a local committee and will report ratings to TEA and make ratings publicly available by August 8 of each year

Distinction Designations [HB 5]

1. TEA shall issue district and campus distinction designations with district/campus performance ratings by August 8 of each year (in connection with performance ratings)
2. District and campus distinction designations shall be awarded for outstanding performance in attainment of postsecondary readiness and must include, as newly added factors, the percentage of students who
 - a. Earned a nationally or internationally recognized business or industry certification or license
 - b. Completed a coherent scope and sequence of CTE courses
 - c. Completed a dual credit course or an articulated postsecondary course
 - d. Achieved applicable college readiness benchmarks or the equivalent on PSAT, SAT, ACT or ACT-Plan
 - e. Received a score on AP or IB assessments sufficient to be awarded college credit
3. Campus-only distinction designations remain largely unchanged (top 25% for annual improvement in student progress, top 25% in closing student achievement differentials, outstanding performance in ELA, Math, Science or Social Studies, outstanding performance in advanced middle or junior high school student achievement) BUT distinctions based on fine arts, PE, 21st Century Workforce, and second language acquisition have been removed from TEA's domain and moved to the district level.

Additional Student Achievement Indicators Required [HB 5]

1. % of students completing distinguished level of achievement under foundation high school program
2. % of students completing an endorsement
3. At least 3 additional indicators which must include either
 - a. % of students satisfying TSI in reading, writing or math
 - b. # of students earning ≥12 hours of postsecondary credit required for foundation program or to earn an endorsement
 - c. # of students earning ≥30 hours of postsecondary credit required for foundation program or to earn an endorsement
 - d. # of students earning associate's degree
 - e. # of students earning an industry endorsement
4. An indicator that measures improvements in student achievement cannot negatively affect TEA's review of a district/campus if the district/campus is already achieving at the highest level
5. TEA required to determine a way to include in district/campus ratings students who satisfy, before graduation, TSI requirements on college readiness benchmarks prescribed by THECB or passing EOCs

TEA shall, to the greatest extent possible, evaluate campus performance on the basis of factors other than student achievement [HB 5]

Texas School Accountability Dashboard to be developed by TEA for public access to district and campus accountability information [HB 5 – no specified effective date]

Effective 2013-2014 School Year (continued)

Graduation/Curriculum Requirements

Transition Plan applicable to students completing their 4th year of high school in 2013-2014 [HB 5]

1. A 4th year high school student in 2013-2014 who is participating in the minimum, recommended or advanced high school program must be permitted to graduate if the student satisfies the curriculum requirements for the foundation high school program (see Graduation – 2014-2015 School Year below) and other requirements required for graduation

Instruction

School Day Interruptions [HB 5]

1. A district may not (without written parent consent) remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10% of the school days on which the class is offered

Course Credit/Final Grade [HB 5]

1. 90% attendance rule expanded to include any grade level from Kindergarten through Grade 12
2. A student cannot be awarded course credit or a final grade if the student is in attendance less than 90% of the days the class is offered without meeting specific requirements established by the school principal or juvenile court (if in attendance more than 75% of the days, but less than 90%) or an attendance committee established to hear petitions for credit (if in attendance less than 75% of the days)

College Preparatory Courses [HB 5]

1. Each school district is required to partner with at least one IHE to provide courses in college preparatory math and ELA
2. The courses must be designed
 - a. For students at 12th grade who do not meet college readiness standards on an EOC or whose coursework or college-entrance exams indicate that they are not ready to perform entry-level college coursework; and
 - b. To prepare students for success in entry-level college courses
3. College preparatory courses must be offered on the high school campus or through distance learning or an online course
4. Faculty of the high school and the IHE must meet regularly to ensure that each course is aligned with college readiness expectations
5. Each school district must provide notice to each student of the benefits of college preparatory courses
6. A student who successfully completes a college preparatory course may use the credit earned toward satisfying the advanced ELA or advanced Math requirement (as applicable)
7. A college preparatory course may be offered for dual credit

Effective 2014-2015 School Year

Graduation/Curriculum Requirements

Foundation High School Program – Replacing Minimum, Recommended and Advanced Programs [HB 5]

1. SBOE shall determine curriculum requirements for the foundation high school program (eliminating minimum, recommended and advanced high school programs) that require students to successfully complete **22 credits**, including:
 - a. 4 credits in English language arts (including English I, English II, English III, and one advanced English course)
 - b. 3 credits in Mathematics (including Algebra I, Geometry, and one advanced mathematics course)
 - c. 3 credits in Science (including Biology, one advanced science course, and IPC or an additional advanced science course)
 - d. 3 credits in Social Studies (including U.S. History, ½ credit in Government, ½ credit in Economics, and either World Geography or World History – or a combined World History/World Geography course)
 - e. 2 credits in a language other than English (LOTE) – subject to substitutions to be authorized by SBOE rule, including: 2 credits in computer programming languages, and special course substitutions for students determined by school personnel to be unlikely to earn a 2nd credit upon completion of the 1st credit and students with disabilities whose ARD/504 committees determine are unable to complete 2 courses in the same LOTE language
 - f. 5 elective credits – which may be fulfilled by
 - i. 1 or more credits necessary to satisfy requirements for a distinguished level of achievement
 - ii. Advanced CTE courses (including courses that lead to industry-recognized credentials or certificates or an associate degree), as per SBOE rule
 - iii. Dual credit courses, as per SBOE rule
 - g. 1 credit in Fine Arts (may be fulfilled by a community-based fine arts program covering the TEKS, if approved by TEA)
 - h. 1 credit in PE (may be fulfilled by a private or commercially sponsored physical activity program, if approved by TEA) – subject to substitutions authorized by SBOE rule for students with disabilities
2. SBOE rules must approve a variety of advanced courses in English, Mathematics and Science – provided each approved course prepares students to enter the workforce successfully or postsecondary education without remediation
3. Students may earn credits for advanced courses in English, Mathematics and Science by successfully completing courses approved by SBOE or that are offered by the school district as an advanced course without SBOE approval (provided the local advanced course is developed in partnership with an IHE and local business, labor and community leaders as described in Instruction below)
4. A student may graduate under the foundation high school program without earning an endorsement if, after the student’s sophomore year, the student’s parent files with a school counselor written permission, on a form adopted by TEA, allowing the student to graduate under the foundation program without an endorsement (after the student and the student’s parent have advised by a school counselor of the benefits of graduating with one or more endorsements)

Distinguished Level of Achievement – 26 Total Credits Required [HB 5]

1. Requires
 - a. 4 credits in Mathematics – which must include Algebra II and the other courses described in the foundation program
 - b. 4 credits in Science – which must include the courses described in the foundation program
 - c. All other foundation program requirements
 - d. The curriculum requirements for at least one endorsement (each endorsement requires 7 electives, instead of the 5 required for a foundation program)

Endorsements [HB 5]

1. SBOE rule must provide students with multiple options for earning each endorsement – including coherent sequences of courses, to the greatest extent possible
2. Students must be allowed to enroll in more than one endorsement curriculum prior to their junior years
3. On entering 9th grade each student must indicate in writing an endorsement that the student intends to earn (which may be changed by the student at any time)
4. Each school district must offer at least one endorsement (if only one is offered, it must be Multidisciplinary Studies): STEM, Business and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies
5. SBOE shall develop specific curriculum requirements for each endorsement with the direct participation of educators and business, labor and industry representatives – each endorsement must require 4 credits in Math, 4 credits in Science (in Arts and Humanities, a course related to that endorsement may be substituted for one advanced science course, with parent permission), 7 electives, and the other foundation program requirements (totaling 26 credits)

Performance Acknowledgment [HB 5]

1. A student may earn a performance acknowledgment on his diploma and transcript for
 - a. Outstanding performance in a dual credit course, in bilingualism and biliteracy, on a college AP test or IB exam, or on the PSAT, ACT-Plan, SAT or ACT; or
 - b. Earning a nationally or internationally recognized business or industry certification or license

A district shall clearly indicate Distinguished Level of Achievement, and Endorsement and any Performance Acknowledgment on the student’s diploma and transcript [HB 5]

Transition Plan [HB 5]

1. TEA must develop a transition plan where a student who entered 9th grade before 2014-2015 must be permitted to graduation under
 - a. The foundation high school program, if the student chooses; or
 - b. The minimum, recommended or advanced programs, if the student was participating in those programs before the 2014-2015 school year

Note: This quicklook is intended to summarize the provisions of HB 5 and HB 866 passed by the 83rd Texas Legislature that are most critical to campus leaders relating to curriculum, instruction, assessment and accountability issues. It is not intended to serve as a comprehensive reference of every provision of those laws. Complete information regarding laws passed by the 83rd Texas Legislature is available at Texas Legislature Online: <http://www.capitol.state.tx.us/>

Effective 2014-2015 School Year (continued)

Assessment

Redesign of STAAR Alternate [HB 5]

1. TEA must redevelop assessments for students with significant cognitive disabilities
2. These assessments may not require a teacher to prepare tasks or materials for a student being assessed

Accountability

Special accreditation investigations authorized [HB 5]

1. TEA may conduct special accreditation investigations if
 - a. Excessive numbers of students fail to complete Algebra II or any other advanced course designated by TEA
 - b. A disproportionate number of students in a particular demographic group is graduating with a particular endorsement
 - c. An excessive number of students is graduating with a particular endorsement

Financial Accountability Ratings [HB 5]

1. Expanded requirements relating to factors to be evaluated in issuing financial accountability ratings by August 8 of each year
2. Corrective actions required for districts assigned the lowest rating

Instruction

Algebra II must be offered to each high school student [HB 5]

District flexibility to offer courses without obtaining SBOE approval [HB 5]

1. A district may offer a course or other activity (including an apprenticeship or training hours to obtain an industry-recognized credential or certificate) without obtaining SBOE approval if
 - a. The district partners with a public or private IHE and local business, labor and community leaders to develop the course and
 - b. The course/activity allows students to enter a career or technology training program in the district's region of the state, an IHE without remediation, an apprenticeship training program, or an internship program toward an industry-recognized credential or certificate

High School Personal Graduation Plan (PGP) [HB 5]

1. Current PGP requirements continue to apply to junior high and middle school students
2. TEA (with TWC and THECB) must prepare information that explains the benefits of the distinguished level of achievement and each endorsement and encourages parents to have students choose a PGP that includes distinguished level of achievement and one or more endorsements
3. Each school district is required to publish the "TEA Notice of Benefits" (on its website and to students and their parents in grade 9 and above)
4. A school counselor or administrator must review PGP options with each student (and his/her parent) entering grade 9
5. The PGP options reviewed must include the distinguished level of achievement and the endorsements
6. Before the end of the school year, the student and his/her parent must sign the PGP for the student
7. The student's PGP must identify a course of study that promotes college and workforce readiness and career placement and advancement. It must also facilitate the student's transition to postsecondary education.
8. A district may not prevent a student and his/her parent from confirming a PGP that includes pursuit of a distinguished level of achievement or an endorsement
9. A student may amend his/her PGP after initial confirmation and, if so, the school shall send notice to the student's parent

Counseling Regarding Postsecondary Education [HB 5]

1. Current counseling requirements regarding postsecondary education expanded to include
 - a. Each year of high school enrollment
 - b. Advantages of distinguished level of achievement, endorsements and performance acknowledgments

Effective 2015-2016 School Year

Assessment

TEA required to develop Postsecondary Readiness Assessment Instruments (PRAIs) for Algebra II and English III [HB 5]

1. Must assess TEKS for the course and measure student performance on college readiness standards
2. MAY be administered at the district's option – but if a district opts to administer, then they MUST be administered to ALL students enrolled in the course (and results reported to TEA)
3. Limitations on use of results
 - a. TEA may not use for accountability
 - b. Districts may not use for teacher evaluations or determining class rank
 - c. IHEs may not use for admission purposes or to determine eligibility for a TEXAS grant
4. TEA must acknowledge districts that opt to administer PSAIs

Effective 2016-2017 School Year

Accountability

District and Campus Ratings To Be Made Publicly Available by August 8 of Each Year [HB 5]

1. Each district shall be assigned a performance rating of A, B, C, D or F (with D or F reflecting unacceptable performance)
 - a. A district may not receive an A if it has any campuses rated Unacceptable
2. Each campus shall be assigned a performance rating of Exemplary, Recognized, Acceptable or Unacceptable
3. Any district or campus with an unacceptable rating for a school year will be notified by June 15 if it is going to assigned an unacceptable rating for the subsequent year