

HB5 Transition

Alief ISD



HB 5 in Alief ISD

- What it is:
 - Post-Secondary Readiness Bill
- What it is not:
 - A Test Reduction Bill
 - A CTE Bill



HB 5 in Alief ISD

What do we need to ensure:

- Rigor remains in ALL classes
- TEKS continue to be address
- Plans of study meet the needs of all students
- Flexible Master Scheduling based on student interest
- Career Awareness/Exploration/Planning for PK-12
- Post Secondary Readiness
- Parental Engagement Component
- Professional Awareness of all student opportunities



HB 5 in Alief ISD

What do we need to Avoid:

- Tracking students
- Not teaching areas that are not tested
- Slacking off on Rigor
- Grouping students into one endorsement
- Master schedule driven by staffing/certification



Alief HB5 Task Force

- Central Task Force
 - Meeting now
- Expanded Task Force
 - July 2013 - July 2014
 - By December 2013 finalized key action steps to implementation
 - Continue meetings to develop plans of study
- Sub-committees



Task Force Sub-Committees

- Accountability - Scorecard
- Foundation Program/Personal Graduation Plans
- Endorsements/Course offerings and flexibility
- Partnerships



Scorecard

Fine Arts

**Wellness
& PE**

**Community
& Parent
Involvement**

**21st Century
Workforce
Development**

**Second
Language
Acquisition**

**Digital
Learning
Environment**

**Dropout
Prevention
Strategies**

**Gifted &
Talented
Programs**

**District &
Campus
Compliance**



Scorecard - Brainstorm

What aspects of this indicator are we **proud** of in Alief?

What aspects of this indicator need **focus** for improvement?

What **data sources** already exist to help us evaluate this indicator?

What data sources would be helpful to **evaluate** this indicator?

What additional **thoughts** do you have about this indicator?



Scorecard

Performance Measure	Below Standard	Met Standard	Exceptional	Data Source	What is your standard based on?
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Sample High School: Everything 2013-2014

Performance Measure	Below Standard	Standard	Exceptional
Graduation Rate	Less than 78% Graduation rate for All students and/or each subpopulation.	78% Graduation rate for All students and each subpopulation.	90% Graduation rate for All students and each subpopulation.
Attendance Rate	Less than standard for All and/or Subpops: 95% High School 96% Middle School 96% Intermediates 97% Elementaries	For the All Category: 95% High School 96% Middle School 96% Intermediates 97% Elementaries	For All and Subpops: 95% High School 96% Middle School 96% Intermediates 97% Elementaries
Fine Arts Participation	Less than 60% of the student population is enrolled in a fine arts course.	60% of the student population is enrolled in a fine arts course.	70% of the student population is enrolled in a fine arts course.
Student Fitness	Less than 55% of students enrolled met Fitnessgram standards.	55% of students enrolled met Fitnessgram standards.	75% of students enrolled met Fitnessgram standards.
Community attendance for Athletics	The increase of annual ticket sales did not reach at least 30% as compared to last year.	Annual ticket sales increased 30% as compared to last year.	Annual ticket sales increased 40% as compared to last year.

Combine All Areas

The image displays ten sample high school performance reports for the 2013-2014 school year. Each report is a grid with columns for 'Performance Measure', 'Below Standard', and 'Standard'. The reports are categorized by area of focus, indicated by large green diagonal banners:

- Fine Arts:** Focuses on graduation rate (Less than 75% vs 75% Standard) and attendance rate (Less than 90% vs 90% Standard).
- Wellness:** Focuses on graduation rate (Less than 75% vs 75% Standard) and attendance rate (Less than 90% vs 90% Standard).
- Community:** Focuses on graduation rate (Less than 75% vs 75% Standard) and attendance rate (Less than 90% vs 90% Standard).
- Workforce:** Focuses on graduation rate (Less than 75% vs 75% Standard) and attendance rate (Less than 90% vs 90% Standard).
- Language:** Focuses on graduation rate (Less than 75% vs 75% Standard) and attendance rate (Less than 90% vs 90% Standard).
- Digital Learning:** Focuses on graduation rate (Less than 75% vs 75% Standard) and attendance rate (Less than 90% vs 90% Standard).
- Dropout Prevention:** Focuses on graduation rate (Less than 75% vs 75% Standard) and attendance rate (Less than 90% vs 90% Standard).
- Gifted & Talented:** Focuses on graduation rate (Less than 75% vs 75% Standard) and attendance rate (Less than 90% vs 90% Standard).
- Compliance:** Focuses on graduation rate (Less than 75% vs 75% Standard) and attendance rate (Less than 90% vs 90% Standard).

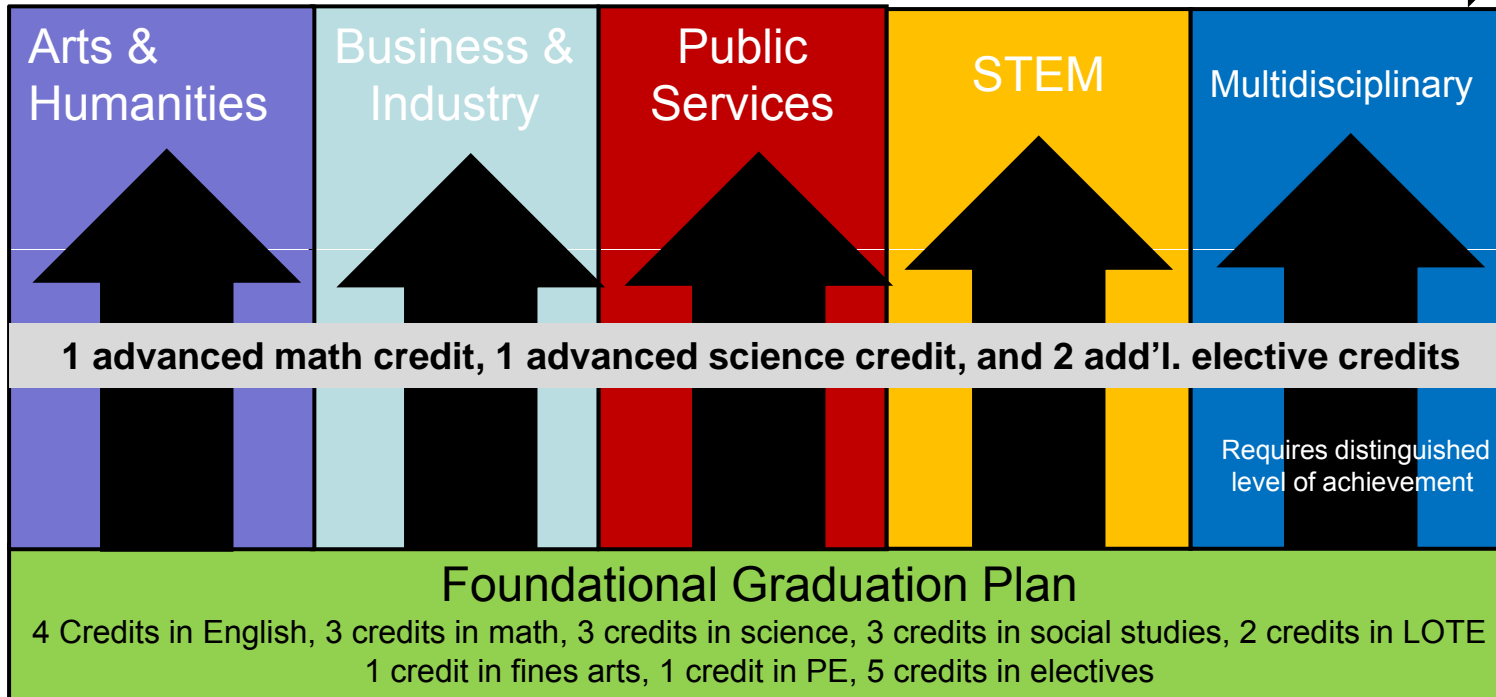
Campus Rating



Graduation Plans

All plans require a solid Foundation and lead to a bright future

Infinite potential towards college and/or career goals !



“Advanced” Courses

ELA / Math /Science

TEKS based courses
Innovative Courses
Non-TEKS based Courses

A complete course list is available for the courses Alief ISD recommended to be approved as advanced courses is available on <http://www.esc4.net/default.aspx?name=hb5.home>



College Prep for Post-Secondary Readiness

ELA and Math

- Teams from HCC, SBISD, AISD started in June 2013
- Curriculum Collaboration/Support from HCC
- Working through West Houston P-16



Essential Components of a Comprehensive Plan

Informed Stakeholders

Effective Implementation Teams

Well trained counselors and campus staff

Collaborative development of HB 5 transitional tools

Examine transition processes related to selection of courses

Two-way correspondence with state agencies about decision points

Continuous monitoring for updates from TEA, SBOE, or Comm. of Ed.

Dissemination of House Bill 5 Plans to students, staff and parents



Collaboration is Key



Plan to meet with appropriate district, campus, community and industry representatives to discuss:

- ▶ Collaboration between district MIS and student management systems representatives
- ▶ Collaboration with Higher Ed Institutions to develop math and ELA college prep courses
- ▶ Development of district task force to focus on the 3 key provisions of HB5:
 - Graduation credits requirements and enhancements
 - Endorsements
 - Accountability, assessment, and accreditation provisions
- ▶ Development of presentations to share the “good news” about HB 5
- ▶ Creation of forms for documentation related to HB 5:
 - Benefits of graduating with an endorsement/Designation of Endorsement
 - Opt-in form for students participating in the Arts and Humanities endorsement to substitute the advanced science credit with another course related to the endorsement
 - Benefits of enrolling in a college preparatory course
 - PGP for middle school and high school
- ▶ Partnerships



Endorsements

Biggest Challenge

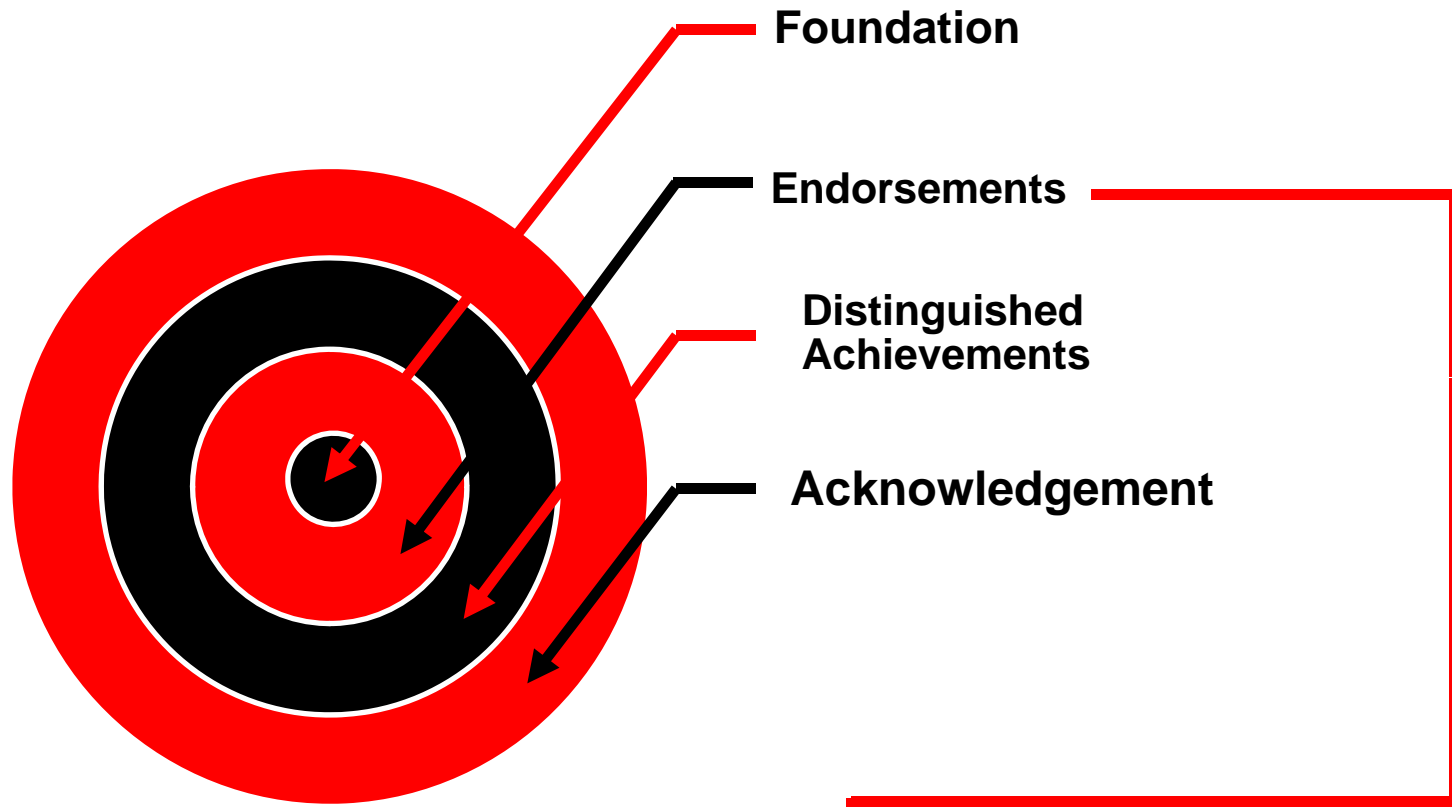
- Assisting all content areas in the identification and development of plans of study for each endorsement area.

Priorities Established

1. Identify plans of study that ensure rigor and include meaningful and legitimate coursework.
2. Identify pathway courses that qualify as the 4th or advanced level coursework that would fit into each endorsement area.
3. Develop a framework for communicating each endorsement pathway.



Endorsements



Arts &
Humanities

Business &
Industry

Public
Services

STEM

Multi –
Disciplinary





First Goal: Always keep the students' academic and career aspirations as the central focus in developing plans of study related to the five endorsements areas.

Second Goal: Ensure that all content areas were represented on the committee to examine how their courses supported or enhanced the various plans of study.

Third Goal: Determine new and innovative course opportunities that would be used to develop content-based courses with career focused outcomes.

Fourth Goal: Ensure that students have flexibility in scheduling to accommodate the inclusion in and alignment of academic, career and extra-curricular interests.



Advice for Action

- Send a clear message to stakeholders.
- Choose leaders for the central task force.
- Overlay endorsements to current courses.
- Phone a friend!
 - Maggie Cuellar, Area Superintendent
 - Kathy Jahn, Executive Director of C&I
 - Natalie Martinez, Director of Accountability
 - Tyra Walker, Coordinator of Counseling



Alief ISD

HB5 Transition Plan



abc

*Keeping the main thing
the main thing...
academic achievement
and student success!*