

HB5 Implementation

Alief ISD



*Preparing Students
for Tomorrow
Caring for Them
Today.*

abc

HB 5 in Alief ISD

What do we need to ensure, in addition to local school board flexibility

- Rigor and flexibility
- Tracking/ Grouping into endorsement
- TEKS continue to be addressed in all contents
- Plans of study meet the needs of all students
- Flexible Master Scheduling based on student interest/ not certification areas
- Post Secondary Readiness
- Parental Engagement Component



Task Force Sub-Committees

- Accountability – Community and Student Engagement (Alief “Scorecard”)
- Foundation Program/Personal Graduation Plans
- Endorsements/Course offerings and flexibility/Pathways
- Partnerships – Shell, Texas Instruments, Houston

Community College, UT Tyler, West Houston P-16, Area
School Districts and Regional Centers



Community and Student Engagement

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**



Community and Student Engagement - 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?



Community and Student Engagement

Performance Measure	Unacceptable	Acceptable	Recognized	Exceptional	Data Source	What is your standard based on?
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21st Century Workforce Development

Performance Measure	Unacceptable	Acceptable	Recognized	Exemplary
1 Percent of students completing articulated CTE programs that lead to recognized certifications or licenses.	0 - 25% of CTE graduates received certification or license.	25% to 50% of CTE graduates received certification or license.	50% to 75% of CTE graduates received certifications or licenses.	75% or higher - CTE graduates received certifications or licenses.
2 Percent of Work force articulated / dual credit courses offered for students.	10% of CTE courses are offered as articulated or dual credit.	20% of CTE courses are offered as articulated or dual credit.	30% of CTE courses are offered as articulated or dual credit.	40% of CTE courses are offered as articulated or dual credit.
3 Percent of exiting 12th grade cohort that have completed a CTE workforce course	0% of exiting 12th graders currently enrolled in a CTE workforce course	1-10% of exiting 12th graders currently enrolled in a CTE workforce course	11-30% of exiting 12th graders currently enrolled in a CTE workforce course	31% or higher of exiting 12th graders currently enrolled in a CTE workforce course
4 Number of Career Pathways Opportunities to Participate.	0 opportunities provided annually	1-5 opportunities provided annually	6-10 opportunities provided annually	11 or more opportunities provided annually
5 Percent of students participating in Career Orientation Courses prior to 9th Grade	Zero to 10% of exiting 8th graders have participated in 1 or more Career Orientation classes.	11 % to 30% of exiting 8th graders have participated in 1 or more Career Orientation classes.	31% - 50: of exiting 8th graders have participated in 1 or more Career Oreintaton classes.	51% or high exiting 8th graders have participated in 1 or more Career Orientation classes.
6				

RECOGNIZED

Combine All Areas

The image displays eight sample high school performance reports for the 2013-2014 school year. Each report is a table with columns for 'Performance Measure', 'Below Standard', 'Standard', and 'Exemplary'. The reports are arranged in two rows of four. Each report has a large, diagonal label indicating its overall performance level: 'Acceptable' (green), 'Recognized' (yellow), or 'Exemplary' (dark green). The reports include data for Graduation Rate, Attendance Rate, and Annual Ticket Sales, with specific values and trends compared to the previous year.

Performance Measure	Below Standard	Standard	Exemplary
Graduation Rate	Less than 75% Graduation rate for All students and/or each subpopulation.	75% Graduation rate for All students and/or each subpopulation.	75% Graduation rate for All students and/or each subpopulation.
Attendance Rate	Less than standard for All students and/or each subpopulation.	Standard for All students and/or each subpopulation.	Standard for All students and/or each subpopulation.
Annual Ticket Sales	Decrease 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.

Recognized



We are preparing students for tomorrow, by caring for them today.

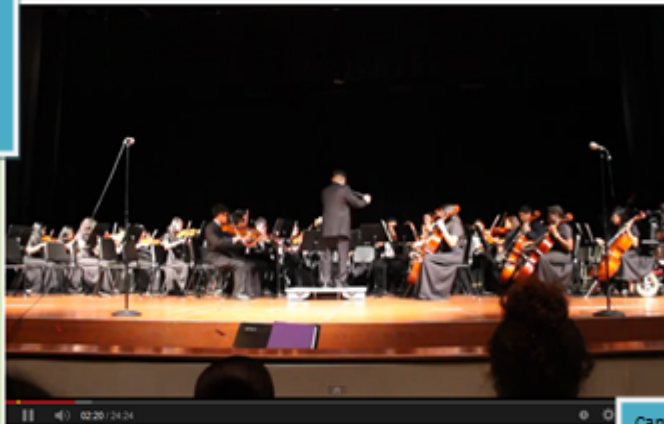
Alief Independent School District

Our VOICE!



In collaboration with parents and community, we will provide an exemplary education for all students in a safe environment.

Campuses will add their own pictures and/or video to showcase their view of the nine indicators.



Campuses will write a narrative summarizing their efforts towards these nine indicators. (Not all areas must be addressed.)

Alief ISD educates more than 45,000 students, and 6,100 employees have chosen their preferred district for education or for their career. We value the community engagement within our schools and are proud of our full time parent centers at Parent centers welcome parents throughout the school day and offer education that support student growth and family engagement. ETC...

Community and School Engagement	Impacting the Future... Today!
Community and Parental Involvement	<div style="width: 25%; background-color: #0056b3;"></div>
Fine Arts	<div style="width: 75%; background-color: #008000;"></div>
Wellness and Physical Education	<div style="width: 30%; background-color: #0056b3;"></div>
Digital Learning Environments	<div style="width: 90%; background-color: #4b0082;"></div>
21 st Century Workforce	<div style="width: 70%; background-color: #008000;"></div>
Second Language Acquisition	<div style="width: 70%; background-color: #008000;"></div>
Gifted and Talented Programs	<div style="width: 90%; background-color: #4b0082;"></div>
Dropout Prevention	<div style="width: 70%; background-color: #008000;"></div>
Compliance	<div style="width: 100%; background-color: #008000;"></div>
	Yes

This sliding scale shows performance but takes out the labels. Colors/labels will be defined at the bottom to follow the law but will not be a focus.

Sharing our *Voice* with you!

- Celebrations & growth
- Visual highlights
- Schools in action
- Personalized Narrative
- Road to Greatness

Wellness & Physical Education



Various pictures and captions will scroll while on this page.

Superintendent HD Chambers visits students at Mahanay Elementary during their nutritious lunch.

Alief ISD understands and values the benefits associated with health and wellness for both students and staff. Schools play a critical role in promoting the health of young people and helping them establish lifelong patterns of healthy behavior. Good health is essential for learning and cognitive ability, and can boost attendance for both students and staff. This ultimately benefits the school district in many ways. Because of this Alief ISD campuses make sure that daily schedules allow time for students to engage in physical activity, choose healthy foods for lunch, and learn about healthy behaviors through health classes. Employees are encouraged to move during their work day and to be role models for students. Campuses have Wellness Champions who work to ensure that students and staff have opportunities to promote healthy activities throughout the year.

Each of these performance measures will link to the full standards chart.

Education - Exemplary				
Education				Not Applicable
Extracurricular Activities & Clubs				Not Applicable
Health Services				Not Applicable
Health Services				Not Applicable
Campus Chosen Performance Measure				
Campus Chosen Performance Measure				
Campus Chosen Performance Measure				

To allow room for individualization, campuses may choose up to 3 performance measures that they value at their school. Campuses will self-report on these measures.

Legend:

Unacceptable
Acceptable
Recognized
Exemplary

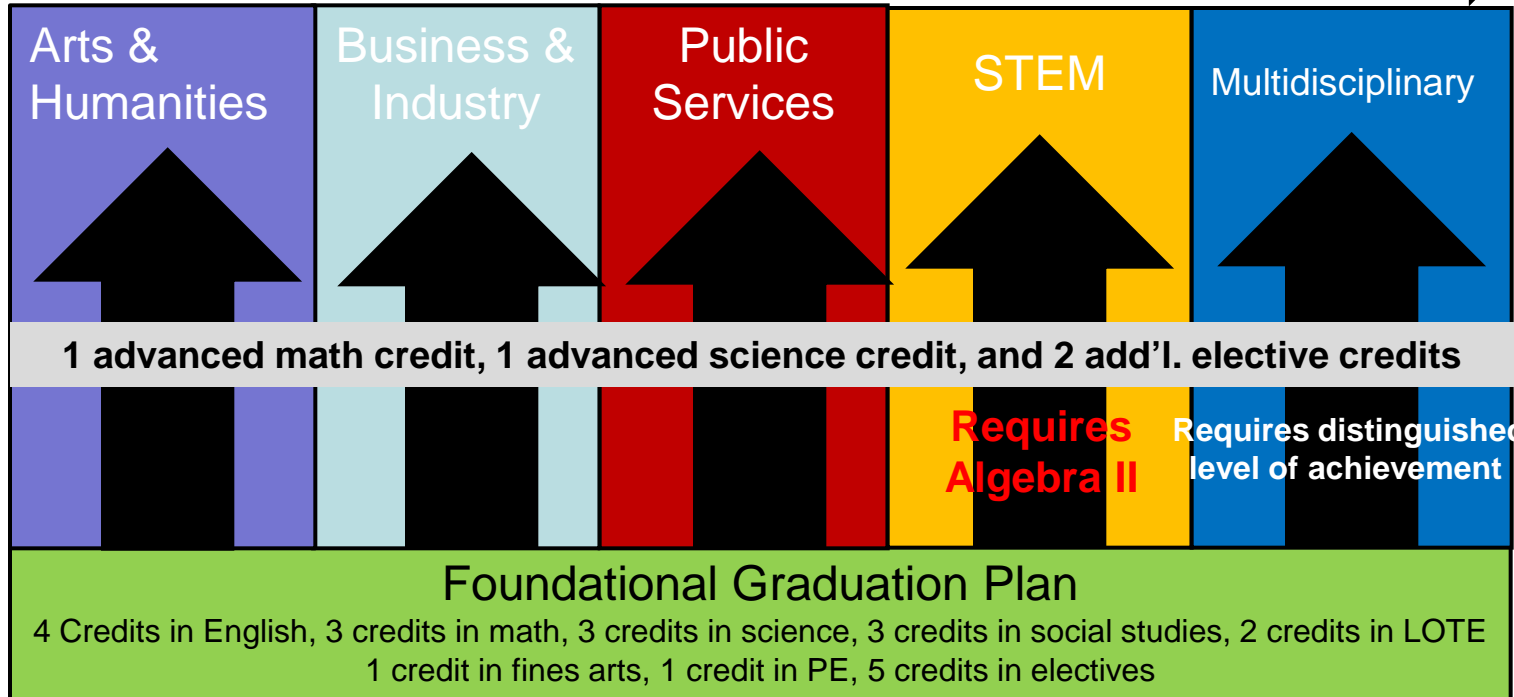
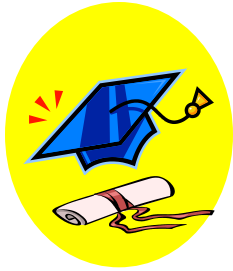
Sharing our *Voice* with you!

- Visual highlights
- Personalized Narrative
- Road to Greatness

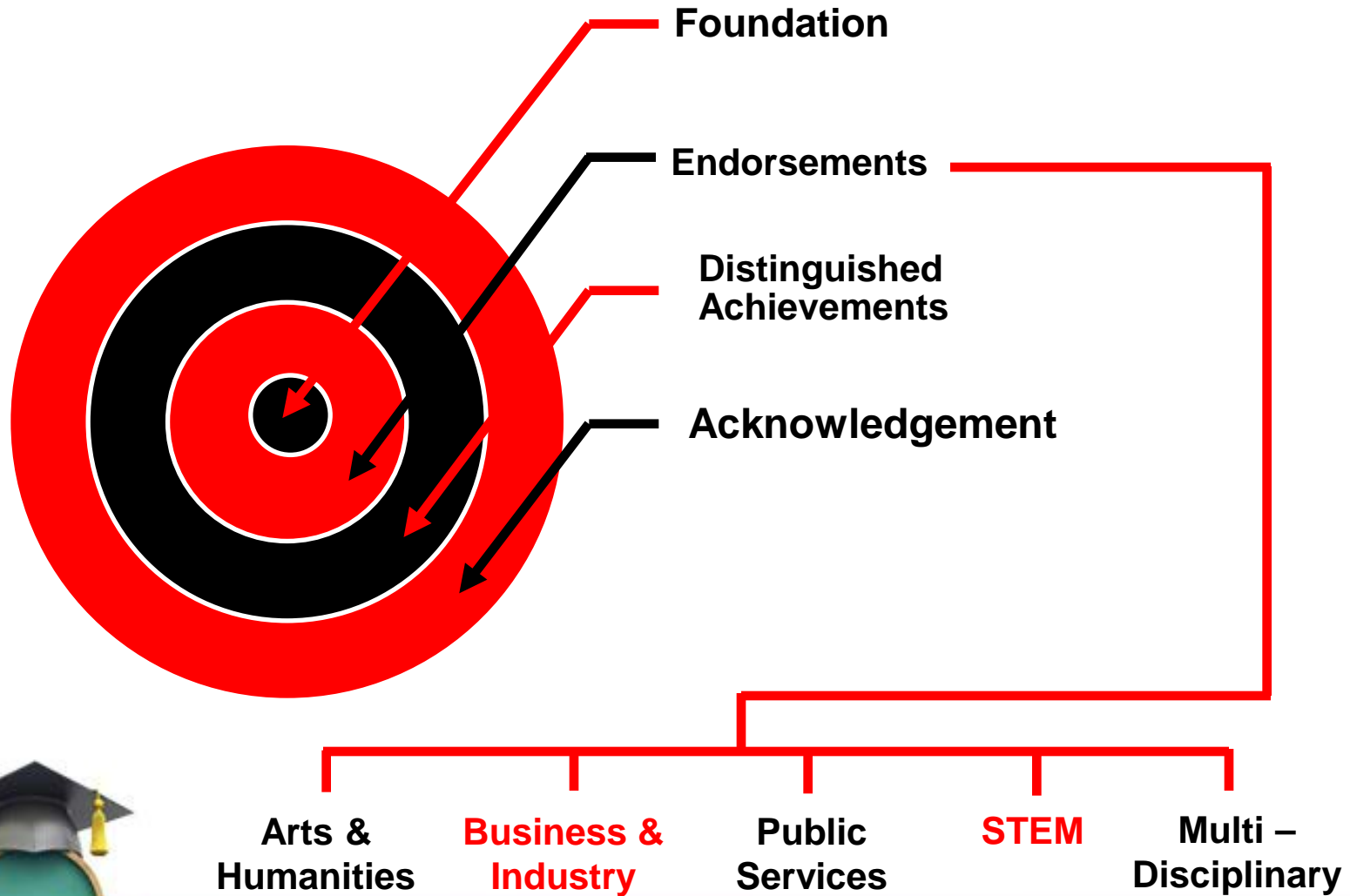
Graduation Plans

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

Infinite potential towards college and/or career goals !



Endorsements



Alief ISD Plans of Study by Endorsements

Endorsements				
Arts & Humanities	Business & Industry	Public Services	STEM	Multidisciplinary Studies
Fine Arts (Art)	Accounting (Business)	Education & Training	Engineering	Select courses from the curriculum of each of the other endorsement areas; credits from multiple content areas sufficient to complete the distinguished level of achievement under the foundation program
Fine Arts (Theatre)	Finance (Business)	Human Services	Technology	
Fine Arts (Dance)	Marketing (Business)	Health Science and Medicine	Computer Science	
Fine Arts (Music)	Business Management (Business)	Hospitality & Tourism	Science	
English Literature	Information Technology (Business)	Law Enforcement	Mathematics	
World Languages	Graphic Design (Industry)	Military Science	Upper Division Science	
Cultural Studies	Communications (Industry)		Upper Division Mathematics	
Political Science	Agricultural Science (Industry)			
History	Welding (Industry)			
Humanities	Architecture (Industry)			
	Construction (Industry)			
	HVAC (Industry)			
	Transportation (Industry)			



“Advanced” ELA Courses

- **Any dual credit course covering TEKS for the corresponding high school course**
- **English IV**
- **Independent Study in English**
- **Literary Genres**
- **Creative Writing**
- **Research and technical Writing**
- **Humanities**
- **Public Speaking III**
- **Oral Interpretation III**
- **Debate III**
- **Independent Study in Journalism**
- **Advanced Broadcast Journalism**
- **AP English Language and Composition**
- **AP English Literature and Composition**
- **AP International English Language**
- **IB Language Studies A1 Standard level**
- **IB Language Studies A1 Higher level**
- **ELA College Prep Course**



“Advanced” Mathematics Courses

- **Any dual credit course covering TEKS for the corresponding high school course**
- **Algebra II**
- **Precalculus**
- **Advanced Quantitative Reasoning**
- **Independent Study in Mathematics**
- **AP Statistics**
- **AP Calculus AB**
- **AP calculus BC**
- **IB Mathematical Studies Standard Level**
- **IB Mathematics Standard Level**
- **IB Mathematics Higher Level**
- **IB Further mathematics Higher Level**
- **Engineering Mathematics**
- **Statistics and Risk Management**
- **AP Computer Science**
- **Discrete Mathematics for Problem Solving**
- **Discrete Mathematics for Computer Science**
- **Digital Electronics**
- **Mathematics College Prep Course**



“Advanced” Science Courses

- Any dual credit course covering TEKS for the corresponding high school course
- Chemistry
- Physics
- Aquatic Science
- Astronomy
- Earth and Space Science
- Environmental Systems
- AP Biology
- AP Chemistry
- AP Physics B
- AP Physics C
- AP Environmental Science
- IB Biology
- IB Chemistry
- IB Physics
- IB Physics
- IB Environmental Studies
- Principles of Technology
- Advanced Animal Science
- Anatomy and Physiology
- Medical Microbiology
- Pathophysiology
- Food Science
- Forensic Science
- Advanced Biotechnology
- Scientific Research and Design
- Engineering Design and Problem Solving



College Prep Courses for Post-Secondary Readiness

ELA and Math

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



ELA College Prep Course Student Learning Outcomes

Course Goal Student Learning Outcomes & Learning Objectives as defined by Houston Community College:

Upon successful completion of this course, students will be able to:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.



Math College Prep 0312/Course B

Course Student Learning Outcomes & Learning Objectives as defined by HCC:

STUDENT LEARNING OUTCOMES	LEARNING OBJECTIVES	High School Equivalent
WITHOUT THE USE OF A CALCULATOR, THE STUDENT WILL:		
1. Solve algebraic equations and inequalities involving rational expressions, radicals, quadratics, or linear expressions.	1.1 Add, subtract, multiply and divide polynomials.	Algebra I, Geometry, Algebra II, & Pre-Calculus
	1.2 Factor polynomials.	
	1.3 Add, subtract, multiply and divide rational expressions.	
	1.4 Simplify complex fractions.	
	1.5 Solving equations involving rational expressions.	
	1.6 Simplify equations involving rational exponents and simplify radicals.	
	1.7 Add, subtract, multiply, divide expressions involving radicals and solve radical equations	
	1.8 Add, subtract, multiply and divide complex numbers	
	1.9 Solve quadratic equations by factoring, completing the square, quadratic formula and square root property.	
	1.10 Solve systems of linear equations in two variables.	
2. Examine and interpret the linear and quadratic graphs of equations and inequalities.	2.1 Graph linear equations & linear inequalities in two variables.	Algebra I & Algebra II
	2.2 Find the slope of a line & write its equation.	
	2.3 Graph quadratic functions and inequalities.	
3. Solve application problems.	3.1 Solve word problems.	all courses
4. Use and interpret function notation in both algebraic and graphical contexts.	4.1 Recognize functional notation and evaluate functions.	Algebra I & Algebra II



Alief ISD

Local Board Decisions

1. Speech
2. ELA College Prep Courses
3. Math College Prep Courses
4. Endorsement requirements – Algebra II may be required for graduation by local school boards



Training for Counselors

Counselors have been receiving information and updates regarding HB5 on a monthly basis. Their participation on the HB5 Task Force has been another avenue to disseminate information and allow them to be part of the development of key processes, such as:

- Transition process planning
- Course selection planning
- 4 Year Plan Development
- College and Career system decisions (Naviance)
- Plan of Study development
- Endorsement discussions
- Once the legislature has finalized the process, counselor will be trained again regarding the final plan to provide information to parents, students and staff.

The counseling subcommittee will continue to meet to:

- Synchronize transition processes (parent endorsement presentations, course selection, 4 year plans, college prep course enrollment, etc.)
- Develop plans of study



Parental Engagement Component

Presentations completed at each middle school during December and the first of January.

The topics for the presentation include:

The 2014-15 Graduation Plans

House Bill 5 Legislative changes

Course selection and 4 Year Plans

District processes support

College Readiness opportunities

State legislative parental requirements

Transition processes for 7th and 8th graders



Collaboration is Key

The success of the true intent of HB 5 lies with our commitment to:

- ▶ Continuous discussion with the AISD School Board and our community of stakeholders
- ▶ Collaboration between all departments and representatives
- ▶ Collaboration with Higher Ed Institutions to support the math and ELA college prep courses that have been developed
- ▶ Continued focus of district task force to focus on the 3 key provisions of HB5:
 - Graduation credits requirements and enhancements
 - Endorsements
 - Accountability, assessment, and accreditation provisions
- ▶ Local and regional opportunities to share the “good news” about HB 5
- ▶ Clear and concise documentation related to HB 5:
 - Benefits of graduating with an endorsement/Designation of Endorsement
 - Benefits of enrolling in a college preparatory course
 - PGP for middle school and high school
- ▶ Partnerships with entities such as Shell, Texas Instruments, HCC, UT Tyler, West Houston P-16



AIISD Action Steps

- AIISD is sending a clear message to stakeholders
- AIISD Central Instruction will support our campus leaders for a successful implementation
- AIISD will offer all five endorsements for student flexibility and post secondary goals
- AIISD will continue to lead the state in “Preparing Students for Tomorrow while Caring for Them Today”



SBOE Rules as of 01/27/2014

- **Division of Advanced Math Courses =
Algebra II for all students**
- **Health Sciences should be in Public Services Endorsement**
- **Math/Science concentration in STEM should be
Algebra II + 2 Advanced**
- **Coherent Sequences in CTE
2 courses for 3 or more credits as opposed to current
recommendation of 3 courses for 4 or more credits**
- **Advanced Courses and sequence for endorsements**



Alief ISD

HB5 Implementation Plan



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

abc