

HB 5 Summit II



February 20, 2014



Assignment 1

*When I think about HB 5,
I feel _____
because _____*

Why HB 5?

- At the SBOE's July 2013 meeting, Representative Jimmie Don Aycok, Chair of the House Public Education Committee, reiterated legislator's intent. He stated the bill was a result of what legislators heard on the campaign trail. **“As legislators went door to door, they heard the following: reduction in testing; flexibility; and that not all students fit into the same mold.”**

Alief ISD

- HD Chambers, Superintendent
- Candice Richmond, Lead Counselor
- Stephanie Diaz, 8th Grade Student



OLLE MIDDLE SCHOOL
Exceptional without Exception



Spring Branch ISD

- Dr. Duncan Klussmann, Superintendent



Klein ISD

- Elizabeth Gilleland, Second Chance Program Coordinator
- Dr. Mary Rosenberg, Executive Director of Student Support Services



Houston ISD

- Dr. Lupita Hinojosa, School Services Officer for the Office of Student Support



New Rules

- HB 5 gives the SBOE decision-making authority in areas related to high school graduation requirements
- On January 31, 2014, SBOE adopted new rules for the Foundation High School Program
- In April, 2014, SBOE will adopt new rules regarding courses districts will be required to offer

Graduation Requirements

- Complete curriculum requirements of the Foundation Program
- Complete testing requirements (5 EOCs)
- Demonstrate proficiency in speech skills

Graduation Requirements

A specific speech course will not be required

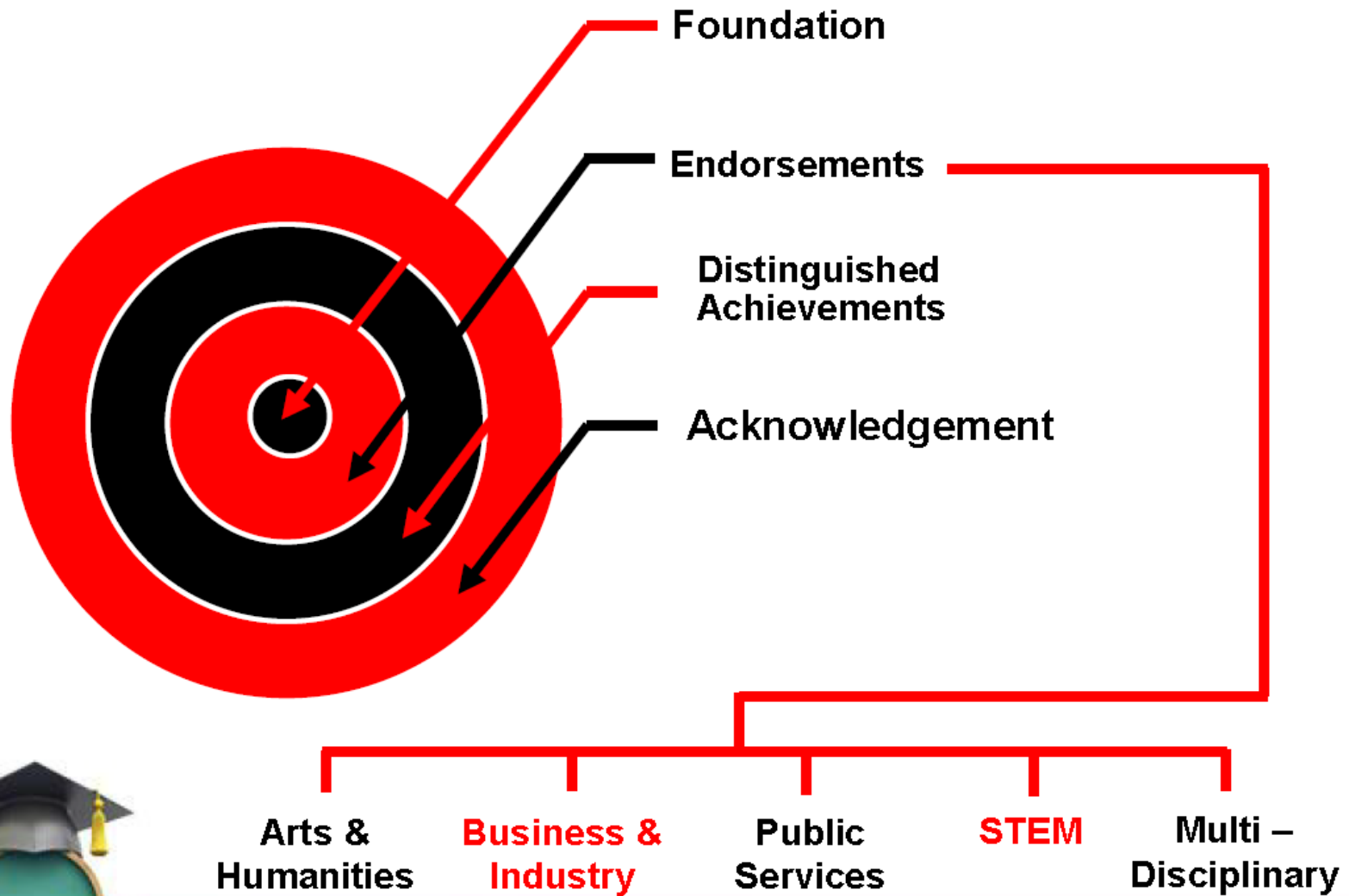
To graduate, a student must demonstrate proficiency in:

- delivering clear verbal messages
- choosing effective nonverbal behaviors
- listening for desired results
- applying valid critical-thinking and problem-solving processes
- identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations

Graduation Requirements

- Beginning in the 2014-2015 school year, a school district must ensure that each student, on entering ninth grade, indicates in writing an endorsement that the student intends to earn.
- A district must permit a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated.

Endorsements



Graduation Requirements

Foundation Plan (22 credits)

$$4 + (3 \times 3) + 2 + 1 + 1 + 5$$

English + (Math, Science, SS) + LOTE + FA + PE + Electives

Endorsements (26 credits)

$$4 + (2 \times 4) + 3 + 2 + 1 + 1 + 7$$

English + (Math, Science) + SS + LOTE + FA + PE + Electives

Distinguished Level

A student may earn a distinguished level of achievement by successfully completing:

- a total of four credits in mathematics, which must include Algebra II
- a total of four credits in science
- the remaining curriculum requirements
- the curriculum requirements for at least one endorsement

A student must earn the distinguished level of achievement to be eligible for top 10% automatic admission.

Graduation Requirements

A student may graduate under the foundation high school program without earning an endorsement if, after the student's sophomore year:

- (1) the student and the student's parent are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and
- (2) the student's parent files with a school counselor written permission, on a form adopted by the agency, allowing the student to graduate under the foundation high school program without earning an endorsement

Statutory Requirements

- District must make available to high school students courses that allow student to complete the curriculum requirements for at least one endorsement
- District that offers only one endorsement curriculum must offer the multidisciplinary studies endorsement curriculum
- District defines advanced courses and determines coherent sequence of courses for an endorsement area, provided that prerequisites are followed

Decrease in EOCs

Basic Facts

From 15 to 5

- English I
- English II
- Algebra I
- Biology
- U.S. History

Implications

- Less data to evaluate program and drive instruction
- Less data to inform students, parents, and teachers of individual progress
- Requires additional means to determine student competencies
- Frees up time for students, teachers, counselors, administrators

HB 5 Increases the Need for . . .

Building Relationships

- Partnerships with community colleges and universities
- Trust and understanding between students, parents and educators
- Collaboration with business and industry
- Cooperative functions among LEAs

Communicating Effectively

- Informing students and parents of options and importance of decisions
- Giving students an active voice is critical
- Involving community in all aspects
- Reporting community and student engagement

Actions Required

- Decide which endorsements to offer
- Inform and engage students, parents, and staff
- Develop processes and tools to maintain records and tracking of students' choices and progress
- Explore options to add to, reassign, and train staff to deliver strong endorsement coursework and advisement
- Restructure time and duties of counselors and others to meet the new demands
- Work with partners to develop college preparation courses, certifications, and dual credit opportunities

Highlights of Recent Decisions

- Algebra II required only for STEM endorsement
- Speech skills must be taught but course not required
- Health Science moved from STEM to Public Services endorsement
- Additional course options for third math credit added to foundation requirements; placeholders for courses TEA will develop
- Algebraic Reasoning and Statistics added as options for fourth math credit in endorsement requirements; MMA temporary
- Additional course options added to endorsements

Resources

- HB 5 Planning Tool
- www.esc4.net > Region 4 Quick Links > House Bill 5 Resources

The screenshot shows the Region 4 website header with a navigation menu and a main content area. The navigation menu includes: Home, About, Professional Development, Products, Services, Certification, Employment, and Region 4 Quick Links. The main content area is titled "House Bill 5 Resources and Documents" and provides a list of resources under two categories: "Graduation Plans and Endorsements" and "House Bill 5 Summit".

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House Bill 5 Resources and Documents

Provided below are shared resources submitted by school districts and charter schools in Region 4.

Graduation Plans and Endorsements

- 4 Yr Plan Arts and Humanities (D) Political Science - Alief ISD
[Word](#) [PDF](#)
- 4 Yr Plan Arts and Humanities (F) Art2 - Alief ISD
[Word](#) [PDF](#)
- 4 Yr Plan Arts and Humanities-Public Services (F) English2 - Alief ISD
[Word](#) [PDF](#)

House Bill 5 Summit

- House Bill 5 Summit Agenda
[PDF](#)
- House Bill 5 Summit Presentation
[PDF](#)

Next Steps

What is he thinking?

Assignment 2: When thinking about HB 5, Quadrant _____ best describes my location on the grid.



**“To change and to change for the better
are two different things.”**

German Proverb