

# House Bill 5 (HB5) Educator Forum

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Education Service Center, Region 2  
209 North Water Street  
Corpus Christi, Texas 78401



**State Curriculum Requirements**  
**Math/Science**  
**Advanced Coursework Designation**

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## State Curriculum Requirements – Math/Science Advanced Coursework Designation

### First Session Long Version

Emily Lorenz has been voted as the spokesperson for our forum by an overwhelming margin. She is taking copious notes.

Toni Norrell opens up forum with:

- What is keeping you up at night?
- What are your concerns?

Rosanne Meyers begins with question about ELA:

- A lot to decide for English 4 our 1, 2, 3 reading from the handout, talking about dual credit develop MOU for students going into remedial.
- In math and reading if develop a remedial course:
  - Can we satisfy both with one course?
  - How to create a remedial course to meet both requirements?
- If working with IHE, issue of distance between district and IHE...
- Working with business and community:
  - How do we start registration January 1, how do we plan?
- Discussion over whether dual credit and college AP courses are accepted.
- Coastal Bays and Estuaries may tie into courses mentioned in document.
- The court has a curriculum – would this meet the advanced curriculum?
- What will work with partnerships? How do we meet all of the requirements?
- SAT prep to meet advanced requirements?
- If language and math could that meet the requirements?
- How do we move towards some of the online requirements? They offer SAT, a range of courses, will this work for credit?
- If a mixed learning environment, online and in class, will this work?
- SBOE – Speech dual credit 1215, will that meet IHE requirement?
- Are we spinning our wheels, if we partner, what are the requirements?
- 8<sup>th</sup> graders – parent meetings – what do we show them?
- I need a list of base courses and an approval mechanism.
- We can work to meet these if there are guidelines BEFORE JANUARY 1<sup>st</sup>.
- Emergency meetings can be called to get this done
- Each of the 5 accreditations
- In common with all contents
- Biggest issue is, we don't even know what questions to ask. Everything is contingent on SBOE.
- Prerequisites? Can we take math models before...?
- What do we do with kids that transfer in...HUGE issue!
- Order of courses – timelines?
- Moving US History at freshman level...dual credit...when to teach?
- We can't have dual credit until junior year...that's in statute...
- Combining half credits to satisfy advanced credit?
- Districts struggle to satisfy the English III requirement

- Basically a mess with half credits – would this be feasible in English or Math – THIS WON'T work in any course!
- Cannot flip like that! Transfer students could miss out “if you are offering British Lit and I'm not”
- Senior year in Aransas County ISD has no endorsement in this 1A district....no \$\$\$ to offer what bigger districts can offer.
- Quality online Odyssey Compass, \$1000.00 per license! If fulfilled with transfer kids, how can I afford this?
- Ideas are great, how we implement, no budget...20% mobility rate?
- Main thing is the sequencing and Courses – I don't like TBD!
- Since we have to partner with IHE, how do we do this? We need to standardize this....
- Non standardized credit for Calculus and Trig – some districts give half credit, some districts give full credit, we need to standardize this
- Science – STEM – how do we align all of this?
- STEM courses...Teachers?
- AQR – where does this fit in...Overlaps would help smaller districts
- Certification, Highly Qualified needs to be clarified, couldn't get her to be CTE, all researched, who would be qualified if this teacher was denied...how do you get highly qualified?
- Cannot find math teachers now! Why would we be able to get highly qualified with these new courses? Funding?
- Help us make it so industry comes in to help us with highly qualified

#### **Science:**

- Same concerns
- IPC – we are going backwards, period!
- To determine what is foundation and what is ...again the order of the courses
- We did Conceptual and had great success, Conceptual is stronger than IPC. Now it feels like IPC again...
- Do they differentiate between the second and third courses under the foundation that may satisfy third credit?

#### **US History:**

- Talk about a content that got annihilated!
- Next year freshman have to be on this graduation plan...
- Now we have the whole issue of time again, we need SE's for courses - world history and world geography
- Which one do you offer them? Implications on staffing, what are you going to do with all those coaches?
- Inclusion teaches?
- Math and science certified Coaches and or content teaching.
- Endorsements needed like this...staffing is going to need to change
- Do you have a staffing overload?
- Taking dual credit; if wait to take dual credit through university they are not going to care if all TEKS are covered, unless you happen to have the staff to make sure all TEKS have been covered, hit or miss to pass EOC, we will get dinged. Where to put the kids if they don't pass EOC?

## **US History:** (continued)

- What will count as the third year?
- As a parent if the course has to be taken twice...
- Rock and a hard place
- Certification is where it tends to fall...somebody has decided social studies is not important.
- Humanities course? Dual credit, AP, develop our own course and just run with it?

## **Fine Arts:**

- Community based...it's a pain to try to document what students complete
- What is community PE?
- CCISD has a variety, we are also working to bring in martial arts, tennis, ballet, if it meets all of the requirements, hard to get on the list but once you are on...
- Does anyone offer the applied music, something CCISD already does, if student is advanced in piano, they can play and create a list of goals to see if they have accomplished those goals. It's like an independent study. Student has to show growth.

## **Language Other than English – LOTE:**

- Districts love the choice.
- What to do with transfer kids??
- Does this mean that if my child barely squeaks through Spanish I and then Latin I then that's their two credits of anything...we need guidance on this...
- Does this endorsement have to be the same...Two foreign languages...does this mean computer science?

## **Language Other than English – LOTE:** (continued)

- Coaches could do computer programming...no TEKS! No course! PreAP...or AP, what is the differentiation?
- What will count? Computer Science and Computer Programming?
- Do these bullets go together or not...what does SBOE deem appropriate? Completely ambiguous!

## **First Session Short Version**

### Biggest Issue:

- We need to know Course Sequence in All content Areas – What are the Prerequisites?
- Timelines
- Middle School – Now you need to train junior high teachers to know all high school grad requirements.
- We need guidelines for partnerships: big or small districts – NOW... This is major!
- IB Course Distinction ---Allowed for substitute to satisfy the content area requirement
- Two half credits to make one credit – guidelines on how to make this work – All Content Areas
- What do we do with transfer kids if cannot fulfill their endorsements?
- Speech - should there be SBOE requirements
- Certification on all new courses

### **First Session Short Version** (continued)

- Highly qualified
- Guidelines for locally developed advanced credit
- Courses that may be considered advanced credit...keeps kids from graduating – distinguished...
- Remedial and Tutorial – oxymoron, would basic algebra be offered by high school?
- High school college prep – does this count as advanced for us?

### **Second Session Long Version:**

- Toni Norrell opens up with need for volunteer for spokesman in the breakout room.
- Think about the considerations and the decision points and things that keep you up at night.
- Sticky notes provided for those that do not speak out.

### **Begin with ELA:**

- AP English # counts for dual credit 1301 sometimes dual credit does not come in whereas AP does...concern...
- Speech or Journalism as a half credit?
- Options on side by side – do not want speech to be taken away.
- No dual credit on here. Is this an option? Locally developed by IHE – this is two separate - how will this match? This is a big divide...why isn't dual credit listed?
- Parents will flex into their own definition. We need guidance.
- We have a lot of businesses that require different types of writing...What are our needs? What are the work needs in our community?
- Advanced English TBD by SBOE
- Is this the same criteria for the other courses - innovative course for adoption?
- Would Journalism and Speech be allowed to suffice for those credits?
- Two half credits to satisfy one credit...what does this mean? We need this combination. Is this going to be allowed?

### **Mathematics:**

- CATE classes: If they get an endorsement, **sequencing** of math models...as well as **prerequisites**.
- Struggling students without the Modified test, can we bring Pre Algebra credit for high school credit?
- Is this an Option? Algebra I over two years?
- What do you consider an advanced math course? What are the prerequisites for this?
- When you are talking about an advanced course, for the work force, a different route – CTE, Algebra II...there are CTE math courses that are more advanced than Math Models...we must locally develop these courses...
- College prep remediation advanced courses...
- Foundation Credit: If going for an endorsement that's going to take another advanced credit...how are you going to fit this in?...limiting students on endorsements they are eligible for.
- If we change the sequencing for Math Models we could squeeze this in.
- The math required for each of the endorsement...?

## **Mathematics:** (continued)

- Impacting middle school and high school...this spring! We have to design this plan...counselors busy in May.
- Discrete Math would be an excellent course for the STEM endorsement. Tech APP class...is this acceptable for the 4<sup>th</sup> year math under the recommended plan. Is this allowable??
- Not having the list of courses available with the sequencing. We need to know prerequisites.
- Phase in with NEW MATH TEKS?
- Stress to lawmakers, these decisions must be made way before required. January is too late!
- Physical meeting with all parents before end of school
- PGP instead Career Pathways for graduation - we don't know what this document looks like.

## **SCIENCE:**

- What jumps out at you for science?
- What about IPC? That's your math models of science...
- Is chemistry now advanced Science? Physics? Three of the four courses could be CTE courses for science credit which would limit the number of pure science courses a student takes in high school.
- Staffing impacted – what do you do with teachers not certified? If kids are going to take CATE course what does Highly Qualified look like?
- Who's going to teach CTE math? If kids have the option, kids are going to choose CTE math...
- We need a Chemistry and a Math teacher on the path to CTE qualified.
- Does the ATC count as an advanced course? Where does this come into play?
- We need a list of highly qualified requirements.
- Do away with Highly Qualified
- We need all teachers certified in all things...
- Where is the funding going to come from to certify all these teachers?
- If we go Art endorsement, how do I convince my school board that I need so many more teachers to teach all of these courses? What to do with the staff we already have?

## **Social Students and US History:**

- World Geography and World History or combined - What are the TEKS of this combined course? And what does highly qualified look like? Need social studies to be highly qualified – separate but combined.

## **Personal Financial Literacy – half credit– Dave Ramsey Course for Economics**

### **Fine Arts:**

- One Big Question – What is the commissioner going to approve as a community based program?
- If you have a child that already takes 5 hours per week to satisfy this, will this be approved? Community Theatre, Piano, Ballet...
- When will these guidelines be sent?
- If it meets this criteria, paperwork involved, to verify, what does this look like...?

### **Languages Other Than English:**

- Computer Programming – by the time they create the TEKS for this it will already be outdated
- Students will learn the language of programming...
- What will this course look like?
- What does this look like? (bullet 1 under LOTE)
- Transfer students cannot graduate distinguished if courses are not offered at new school. .
- Two credits in the same language – define disability under LOTE
- Definition for unlikely

### **Impact on Special Populations:**

- Last year for Modified – how will this impact Algebra I EOC etc...
- We need clarification on this
- Will they consider a sliding scale or adjust the passing scale for students with disabilities?
- At what level are they going to write the essence statements for Alt?
- What is a large percentage of students taking modified?
- How does this affect students using modifications all day and then they take the regular test?
- Do we modify TEKS for students now? It will not match the state assessments. What will ARD committee do with this?
- Considerations for ELL...60 days is ridiculous!
- Students must pass the EOC after 60 days if ELL!
- If ELL students are taking the English are we going to be held accountable?

### **Second Session – Short Version**

BIG ISSUES we have questions about?

- Timing is imperative – final decisions must be made before Thanksgiving. If we are rushing to make a decision in May, we cannot make good decisions.
- How do we involve middle school in this process, and parents, teachers?
- Courses are areas already having a hard time filling. STEM courses, Foreign Language teachers. What's out there to help districts with these issues? How to attract teachers to these fields? Staffing is an issue?
- Dual credit US History to substitute for US History TEKS....
- Acceptance of scores for dual credit is not considered equivalent to AP courses.
- Impact on Special Ed for Modified and Alternate Assessments
- Will there be extra funding for all of these new mandates?



**Assessment  
and  
Accountability**

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## Assessment

- By 2015-2016, TEA must adopt or develop a postsecondary readiness instrument for Algebra II and English III
- Districts may administer these assessments for diagnostic purposes, but they cannot be used for accountability or college entrance or teacher evaluation or class rank
- There are so many restrictions on the use of these that we wonder what the intention is for having TEA develop them in the first place . . .
  
- EOCs have been reduced from 15 to 5 and the cumulative points rule and the 15% rule have been eliminated
- What are the implications for a student who earns course credit for an EOC course outside a Texas public school and then transfers in and wants to graduate from a Texas public school?
  
- Substitute Assessments – TEA is going to give us a list and a set of cut-points for things that will substitute for a required EOC
- How do we factor in the reality that AP test scores come in after the school year ends?
- How soon will the scores come in? Does that mean that AP students don't have to take the test at all? What courses will that affect?
- How soon will we know which tests count and what the cut-points are?
  
- Will there be changes for Military Families? How will military exemptions look for STAAR?
  
- How soon will we receive all of this information?
  
- Districts are not allowed to administer more than two Benchmark tests per year
  - What constitutes a benchmark?
  - Could a campus or individual teacher administer more than 2 benchmarks a year?
  - What is the grade span ... does this rule also apply to grades 3-8 STAAR?
  
- Students cannot be removed from class for more than 10% of the scheduled time for remedial tutoring or test preparation
  - What is difference between remediation, test prep, acceleration?
  - Define remedial tutoring/remediation/test prep/acceleration.
  - 10% per day, six weeks, course? 10% of what? Who is keeping track?
  - Does this apply for all grades? STAAR 3-8?
  
- STAAR assessments will be released in 2014, 2015, and 2016

## Accountability

- Additional Performance Indicators for FHSP with Distinction and FHSP with endorsement
    - How will this factor into index 4? What is the time frame for transition? When will new indicators begin and old phase out?
    - What will the targets be for these?
  - Additional Indicators for TSI College Readiness, 12 Hours Postsecondary Credit, 30 Hours Postsecondary Credit, Associate's Degree, Industry Certification
    - Can we get a full list of certifications?
    - How will we fund and prepare for staffing needs?
  - Accountability Ratings (A-F for Districts, EX, RE, AA, and AU for Campuses, beginning 2016-2017)
    - Why have the difference labeling systems? Why not have consistency?
    - What will the phase in be?
- ➔ Which issues does the SBOE have a say on ... which are for the Commissioner?
- Distinction Designations are being expanded:
    - Will this be based on current school year, or previous school year?
    - Recognized and Exemplary status will be removed?
    - More clarification

## Special Populations

Doing away with STAAR M: (NEXT YEAR 2014-2015)

- Will the test meet the needs of the students? Students are all different.
- How will we measure the kids that are truly M...? What will the assessment look like if no one gets accommodations in class?
- Will there be a different scale score for students removed from STAAR M?
- Transition plans?

Will there be additional accommodations allowed?

What is the charge of our ARD committees to make decisions?

STAAR-Alternate – ARD committee makes the decision on what level ALT. the student takes.

“Make kick off an accreditation investigation”...

Why will we be “dinged” if we are making the best decisions for students?

Is that actually in the BILL, or someone's interpretation?

What does “large percentage” mean?

**High School  
Graduation Requirements**

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**Decision points:  
Foundation HSP**

**Questions:**

1. When will we know the specifics?
2. Do we have to worry about any repercussions on students graduating on minimum?
3. When will we have our meeting? Oct, Nov etc.
4. **Recommendation that speech should be a requirement!**
5. **Speech is an integral part of college and/or career requirements**
6. Will decisions need to go committee or other places for implementation?
7. Have they talked about funding for endorsements?
8. Dropping to foundation for Sp. Ed students, is that an option before minimum?
9. What does the foundation plan mean for college entrance for all students?
10. Could there be some flexibility for speech requirement such as CTE electives etc.

**Endorsements:**

**Questions:**

1. Are we talking about the same PGP that is required now for 6<sup>th</sup> and up or are we talking about a different PGP? Could it be incorporated into one?
  2. What does local credit look like in this area?
  3. Can locally developed courses be offered for local credit before they get approved at the state level? Can they be attached to an existing endorsement?
  4. Who is going to look at initiative courses and will the process be refined from existing?
  5. Can they keep up with the requests for new courses with the existing process for approving courses?
- Number of credits a student would need to complete to earn an endorsement?
    - Credits on endorsements will be dependent on track.
  - Will a declaration form be developed by TEA or the LEA to indicate the endorsement?
    - See below on PGP recommend State develop
  - What coherent sequence of coursework will be considered?
  - Will TEA or the SBOE establish a form to document the initial declaration and subsequent changes made by students of selected endorsement(s)?
    - **PGP's and will they be combined even with the four year plan**
    - **State to develop a template for the PGP**
    - **Look at the CTE chart for coding when looking at new PGP**
    - **Naming clarification for plans required.**
    - **Suggestion that we need to streamline the documentation for students plans into a single plan.**
    - **Can school alignment with the Achieve Texas Model?**

**Distinguished Level of Achievement:**

**Questions:**

1. **none**
  - Will TEA, the SBOE or the LEA establish a form to document and monitor the personal graduation plan?
  - Course options for the endorsement(s)?

## **Performance Acknowledgements:**

### **Questions:**

- 1. Acknowledgements placed on transcript what will it look like.**
- 2. For bilingualism and bi-literacy will that be third year of foreign language or forth?**
- 3. Will it involve a test?**
- 4. Does the legislation require for implementation for 2013-2014 so how do we offer choices if not done till January?**
- 5. Turnaround time for SBOE is to long for implementation now.**
- 6. Need to look at school timelines for issues with timeline.**
  - What criteria will be established to indicate outstanding performance in each area?
  - What will be required to earn a certificate or license?
  - Will there be a difference between national or international licenses?
  - Will students be allowed to earn a license or certificate through online instruction?

## **Impact on STEM/CTE Education**

### **Endorsements —STEM**

#### **Questions:**

- 1. Can we double dip on computer programs?**
- 2. Can electives change from one endorsement to another? Will they follow student?**
- 3. Need to relook at math models for struggling student may be an issue for graduation.**
- 4. Which courses will align with STEM?**
  - Number of courses that a student must complete to earn an endorsement?
  - Require specific courses for the endorsement?
  - Course options for the endorsement(s)?

### **Endorsements —Business and Industry**

#### **Questions:**

- 1. Take lead from CTE on Achieve Texas.**
  - Number of courses that a student must complete to earn an endorsement?
  - Require specific courses for the endorsement?
  - Course options for the endorsement(s)?

### **Endorsements — Multidisciplinary Studies**

#### **Questions:**

- 1. Can a student graduate with more than one endorsement?**
- 2. To include Multidisciplinary and other.**
- 3. Concern that CTE student can jump around instead of program of study? Does it defeat the purpose of Program of Study?**
  - Number of courses that a student must complete to earn an endorsement?
  - Require specific courses for the endorsement?
  - Course options for the endorsement(s)?

## Endorsements—Public Services

### Questions:

- 1. Still confused about certification. What are they getting? From school or state or industry.**
- 2. Clearly define license and certification. Are they part of dual credit?**
- 3. Are they in conjunction with the Carl Perkins list or other?**
- 4. If they are going to require certification then what about the funding required to get these certifications?**
- 5. Some of the certifications are not aligned with Carl Perkins.**
- 6. Difference between industry standard versus IDEA etc. (accommodations)**
- 7. Are we looking at employability or industry standard?**
- 8. Where is ARTS and Humanities in this discussion?**
- 9. How does this relate to college entrance?**
- 10. Are the multiple measures for distinguished still needed?**
  - Number of courses that a student must complete to earn an endorsement?
  - Require specific courses for the endorsement?
  - Course options for the endorsement(s)?

## Special Populations – Special Pops

### Questions:

- 1. Accommodations are gone.**
- 2. What do you mean by end of year?**
- 3. Need for clarifying language on school year.**
- 4. Need some research on what it takes to become proficient in a language.**
- 5. 60 days to pass English II EOC is not realistic.**
- 6. Will state look at a passing rate that is different for students with disabilities?**
- 7. How is IDEA responding to the changes if reference to ARDS?**
- 8. What do we put on ARDS for next year?**
- 9. Who will define performance measures for Sp. Ed.?**

## State Curriculum Requirements

### English Language Arts

- Determine courses that will be eligible to satisfy the advanced English credit requirement.
- Allow AP/IB courses to satisfy the English III requirement, advanced English credit requirement, or either.
- Allow students to combine two half credits to satisfy the advanced English credit requirement.
- Continue to require one-half credit of speech.

## **Mathematics**

- Determine courses that will be eligible to satisfy the advanced math credit requirement.
- Determine whether to differentiate between courses that may satisfy a third math credit under the foundation HS program and courses that may satisfy a fourth math credit for the endorsement.
- Allow students to combine two half credits to satisfy the advanced mathematics credit requirements.

## **Science**

- Determine courses that will be eligible to satisfy the advanced science credit requirement.
- Determine whether to differentiate between courses that may satisfy a second science credit under the foundation HS program and courses that may satisfy a third science credit for the endorsement.
- Determine whether to differentiate between courses that may satisfy a third science credit under the foundation HS program and courses that may satisfy a fourth science credit for the endorsement.
- Allow AP/IB courses to satisfy the Biology credit, advanced science credit requirement, or either.

## **Social Studies**

- Determine a process for development of combined World History/World Geography course.
- Determine a process for development of one-half credit personal financial literacy elective.

## **Fine Arts**

- Identify additional courses to satisfy the fine arts credit requirement.

## **LOTE**

- Allow AP/IB courses to satisfy the LOTE credit requirement, or either.
- Determine courses that will be eligible to satisfy the advanced science credit requirement.
- Determine whether to differentiate between courses that may satisfy a second science credit under the foundation HS program and courses that may satisfy a third science credit for the endorsement.
- Determine whether to differentiate between courses that may satisfy a third science credit under the foundation HS program and courses that may satisfy a fourth science credit for the endorsement.