

House Bill 5

Conference Committee Report

Graduation Plans

- Creates a foundation plan of 22 credits which includes: 4 ELA, 3 Math, 3 Science, 3 Social Studies, 2 Foreign Language, 1 Fine Art, 1 PE and 5 electives.
- Maintains House language allowing students to earn an additional endorsement in one of five areas: STEM, Business and Industry, Public Services, Arts and Humanities and Multidisciplinary Studies. Each endorsement requires students to earn a total of 26 credits which includes an additional flexible math credit, flexible science credit and two additional electives.
- All students must select an endorsement but may opt for only completing the foundation plan after grade 10 with parental consent.
- Maintains the House language requiring all students to have a personal graduation plan developed with their parents and local educators that promotes college and workforce readiness.
- Maintains the House language allowing districts to partner with community colleges and industry to develop rigorous courses that address workforce needs, provide technical training and count towards graduation.
- Maintains the House language directing districts to partner with higher education to provide developmental education courses the senior year in math and English for college bound students not demonstrating college readiness at the end of grade 11.
- Maintains a distinguished level of performance for students. To earn the distinguished level, students have to complete the requirements of the foundation program, an endorsement and earn an Algebra II credit. Allows students completing the distinguished level to be eligible for college admission under the Top 10% automatic admissions provision. (Similar to current law)
- Maintains House language allowing all high school graduates to be eligible to apply for admission to Texas public four-year universities.
- Maintains House language allowing all high school graduates to be eligible to receive a TEXAS Grant
- Maintains House language allowing current ninth and tenth grade students the benefits of the new structure.

Assessment

- Reduces the number of required end-of-course assessments from fifteen to five.
- Allows students to meet their graduation assessment requirement by passing ELA I, ELA II, Algebra I, biology and US History. English Language Arts tests are combined into one assessment instead of separate reading and writing tests.
- Eliminates the requirement that the end-of-course assessments determine fifteen percent of a student's course grade and establishes clear graduation requirements for students and parents by eliminating the cumulative score requirement.
- Provides for transparency by requiring the STAAR exams to be released to the public.
- Maintains House language allowing satisfactory performance on Advanced Placement exams, SAT exams and the ACT to satisfy graduation requirements.
- Allows districts at their discretion to administer English III and Algebra II assessments for diagnostic purposes only.
- Maintains House language allowing current ninth and tenth grade students the benefits of the new assessment program.

Accountability

- Maintains House language evaluating schools on more measures than state standardized assessment by requiring at least three additional indicators of academic performance including but not limited to percentage of students graduating with endorsements or distinguished level of performance, number of students earning college credit and number of students earning workforce certificates.
- Establishes a three category rating system that evaluates schools on academic performance, financial performance and community and student engagement.
- Maintains House language directing the agency and districts to release all three ratings at the same time to provide a clearer understanding of overall school performance.
- Allows local communities to engage in the accountability process by requiring districts to set goals and evaluate performance locally in addition to state ratings.