HB5 – 101 for Counselors
Graduation Requirements
2014-2015

A COLLABORATIVE APPROACH BETWEEN
Division of Instructional, School Improvement and College Readiness Support
& Division of Business Operations and Finance Support
Outcomes

1. Review and discuss HB 5 graduation requirements.

2. Provide an overview of HB5 endorsements.

3. Examine the role of the middle school counselor in career exploration and Foundation High School Program (FHSP) endorsement planning.

4. Review HB 5 and the impact on *Special Education*.

5. Understand the middle school curriculum requirements.
The Commissioner adopted a transition plan to implement and administer the amendments made by HB 5, replacing the MHSP, RHSP, and DAP with the foundation high school program beginning with the 2014-2015 school year.

A student who entered the ninth grade before the 2014-2015 school year must be permitted to complete the curriculum requirements for high school graduation under:

- Foundation High School Program
- Distinguished Achievement Program
- Recommended High School Program
- Minimum High School Program

§74.1021 (Adopted 12-13-2013)
Impact of HB 5 Section 16

- **Student Interest:**
  Students may select an area of interest through one or more endorsements.

- **Flexibility:**
  Course sequencing is less rigid and allows for more course combinations and endorsement sequences.

- **Local Control:**
  Districts may define advanced courses and determine coherent sequences of courses based on Chapter §74.13 guidelines.
CAREER DEVELOPMENT SPANS ALL GRADES

Steps to Success

- **Employment: Career Advancement**
  Continuing Education and Lifelong Learning

- **Postsecondary: Career Preparation**
  Achieving credentials: college, certification, apprenticeship, military

- **9-12: Programs of Study Related to a Career Goal**
  Academics and technical courses, intensive guidance, individual graduation plans

- **Grade 8: Career Exploration and Transition**
  Develop graduation plans based upon personal interest/cluster areas

- **6-8: Initial Career Exploration**
  Discovering interest areas

- **K-5: Understanding the Importance and Value of Work and Jobs**
  Introduction to the world of careers

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Quick Write

What is your vision for career development that spans all grade levels?

<table>
<thead>
<tr>
<th>Career Awareness (K-5)</th>
<th>Career Exploration (6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>![Checkmark]</td>
</tr>
<tr>
<td>Career Planning and Preparation (9-12)</td>
<td>Career Advancement (Postsecondary)</td>
</tr>
</tbody>
</table>
Text of House Bill 5 Section 16

Graduation Requirements

http://tea.texas.gov/Curriculum_and_Instructional_Programs/Graduation_Information/House_Bill_5__Foundation_High_School_Program/
Impact of Legislation on Public Education

- Graduation Programs
- Academic Counseling
- Assessment Requirements
- Curriculum Requirements
A student entering grade 9 in the 2014-2015 school year and thereafter shall enroll in the courses necessary to complete the curriculum requirements for the Foundation High School Program specified in 74.12 of this title and the curriculum requirements for at least one endorsement specified in 74.13 of this title.
2014-2015 Graduation Requirements

• Without Endorsements
  22 credits

• With one or more Endorsements
  26 credits

• With one or more Endorsements
• Distinguished Level of Achievement
  26 credits

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# Foundation High School Program without Endorsements 22 credits

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
</table>
| **English Language Arts** | Four Credits | • English I  
• English II  
• English III  
• Advanced English |
| **Mathematics**   | Three Credits | • Algebra I  
• Geometry  
• Advanced Mathematics |
| **Science**       | Three Credits | • Biology  
• IPC or Advanced Science Course  
• Advance Science |
| **Social Studies**| Three Credits | • U.S. History  
• U.S. Government  
• Economics  
• World Geography or World History or Combined World History/World Geography |
| **LOTE**          | Two Credits | • In the same LOTE or Computer Programming language |
| **Electives**     | Five Credits |                                                          |
| **Fine Arts**     | One Credit  |                                                          |
| **P.E.**          | One Credit  |                                                          |

*TAC Ch. 19 §74.12*
A student **may not** be enrolled in a course that has a **required prerequisite** unless:

- the student has successfully completed the prerequisite course(s);

- the student has demonstrated equivalent knowledge as determined by the school district; or

- the student was already enrolled in the course in an out-of-state, an out-of-country, or a Texas nonpublic school and transferred to a Texas public school prior to successfully completing the course.

*TAC Ch. 19 §74.11 (j)*
Languages Other Than English

Two Credits:

- Any two levels in the same language
- Two credits in computer programming languages selected from Computer Science I, II, and III (allowable through the 2015-2016 school year)
  Must be enrolled this year....
- Some universities may not accept as the Language other than English (LOTE)-Research university.....
- Computer Science- required pre-requisite – Algebra I. Computer Science is a Technology Applications Course.

TAC §74.12 (5) (a) (i) (ii) (iii)
## Languages Other Than English (LOTE)

<table>
<thead>
<tr>
<th>Able to complete</th>
<th>Unable to complete second LOTE</th>
<th>Unable to complete due to disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two credits in the same language</td>
<td>Substitute</td>
<td>Substitute a combination of two credits in English Language Arts, mathematics, science, social studies, or two CTE or technology applications credits</td>
</tr>
<tr>
<td>or Two credits in computer programming languages</td>
<td>✓ “Special Topics in Language and Culture” PEIMS #11410000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ World History or World Geography Studies if both are not required by the district</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Another credit from Chapter 114</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Computer Programming Languages</td>
<td></td>
</tr>
</tbody>
</table>
| | • Campus Committee
• 1st LOTE teacher, principal or designee & Parent | |
| | • ARD Committee
• 504 Committee | |

Who will ensure committee meets at the end of this year?

Form

TAC Ch. 19 §74.12 (B) (C) (D)
“I STRONGLY ENCOURAGE STUDENTS AND THEIR PARENTS TO CONSIDER THE BENEFITS OF TAKING ADDITIONAL ADVANCED MATH AND SCIENCE COURSES, AND TO FULLY RESEARCH REQUIRED OR RECOMMENDED COURSEWORK FOR ADMISSION TO ANY HIGHER EDUCATION INSTITUTION THEY MAY HAVE INTEREST IN ATTENDING.”

COMMISSIONER OF EDUCATION
Foundation High School Program
with one or more endorsements—26 credits

English Language Arts-Four Credits
• English I
• English II
• English III
• Advanced English

Mathematics-Four Credits
• Algebra I
• Geometry
• Advanced Mathematics
• Advance Mathematics

Science-Four Credits
• Biology
• IPC or Advanced Science Course
• Advance Science
• Advanced Science

Social Studies-Three Credits
• U.S. History
• U.S. Government
• Economics
• World Geography or World History or Combined World History/World Geography

LOTE-Two Credits (In the same LOTE or Computer Programming)

Electives-Seven Credits
Fine Arts-One Credit
P.E.-One Credit

Curriculum Requirements
One or More Endorsement

✓ STEM
✓ Business and Industry
✓ Public Services
✓ Arts and Humanities
✓ Multidisciplinary Studies

Complete curriculum requirements for an endorsement
• Four credits in mathematics (Advanced or CTE course)
• Four credits in science (Advanced or CTE course)
• Two additional electives
Distinguished Level of Achievement

Step 1
• Select endorsement to include 4th credit of Math and Science and 2 electives 26 credits

Step 2
• Distinguished Level of Achievement

Step 3
• 26 credits—Algebra II— Eligible for Top 10% Automatic Admission to Texas Public Universities
Foundation High School Program

**Distinguished Level of Achievement and at least one endorsement** 26 credits

<table>
<thead>
<tr>
<th>English Language Arts-Four Credits</th>
<th>Curriculum Requirements for One or More Endorsements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• English I</td>
<td>✓ STEM</td>
</tr>
<tr>
<td>• English II</td>
<td>✓ Business and Industry</td>
</tr>
<tr>
<td>• English III</td>
<td>✓ Public Services</td>
</tr>
<tr>
<td>• Advanced English</td>
<td>✓ Arts and Humanities</td>
</tr>
<tr>
<td></td>
<td>✓ Multidisciplinary Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics-Four Credits</th>
<th>Four credits in mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Algebra I</td>
<td>Four credits in science</td>
</tr>
<tr>
<td>• Geometry</td>
<td>Two additional electives</td>
</tr>
<tr>
<td>• <strong>Algebra II</strong></td>
<td></td>
</tr>
<tr>
<td>• Advance Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science-Four Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Biology</td>
<td></td>
</tr>
<tr>
<td>• IPC or Advanced Science Course</td>
<td></td>
</tr>
<tr>
<td>• Advance Science</td>
<td></td>
</tr>
<tr>
<td>• Advanced Science</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies-Three Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• U.S. History</td>
<td></td>
</tr>
<tr>
<td>• U.S. Government</td>
<td></td>
</tr>
<tr>
<td>• Economics</td>
<td></td>
</tr>
<tr>
<td>• World Geography or World History</td>
<td></td>
</tr>
<tr>
<td>• World Geography</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOTE-Two Credits (In the same LOTE or Computer Programming)</th>
<th>Distinguished Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Four credits in mathematics, <strong>which must include Algebra II</strong></td>
</tr>
<tr>
<td></td>
<td>• Four credits in science</td>
</tr>
<tr>
<td></td>
<td>• The remaining curriculum requirements of the Foundation High School Program</td>
</tr>
<tr>
<td></td>
<td>• The curriculum requirements for at least one endorsement.</td>
</tr>
</tbody>
</table>

| Electives-Seven Credits |                                                               |
|-------------------------|                                                               |
| Fine Arts-One Credit    |                                                               |
| P.E.-One Credit         |                                                               |

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A student may earn an endorsement by successfully completing the curriculum requirements for the endorsement, four math credits, four science credits and two additional elective credits. If a campus only offers one endorsement, it must be a multidisciplinary endorsement.
Endorsements

*Student Interest*

A student shall specify in writing an endorsement the student intends to earn upon entering Grade 9.

A district shall permit a student to

- enroll in courses under *more than one endorsement* before the student's junior year and

- to choose, at any time, *to earn an endorsement other than the endorsement the student previously indicated*.

*This section does not entitle a student to remain enrolled to earn more than 26 credits.*
Endorsements
Local Control and Flexibility

A school district may:

- define advanced courses and
determine a coherent sequence of courses for an endorsement area,

Provided that prerequisites in Chapters 110-118, 126, 127, and 130 of this title are followed.
Options

Career Technical Education

Computer Science

Mathematics

Science

Other STEM Option

By Chapter and CTE Subchapter

STEM

Career Technical Education
(Ch. 127, Ch 130 and innovative courses)

Final Course from
O-Science, Technology, Engineering and Mathematics

Computer Science
(select courses)

Science (Ch. 112)

Mathematics (Ch. 111)

Other
Four or more credits in CTE

- Two Courses in Same Career Cluster including
  Chapter 130, 127 or CTE Innovative Courses

- One Advanced CTE- (3rd or higher in a sequence)
  Chapter 130, 127 or CTE Innovative Courses (refer to PEIMS table by cluster and subchapter)

- Final Course
  Chapter 130, Subchapter O.
Four Credits in Computer Science Selected from §74.13 (f) (B) (i-xiii)

- Fundamentals of Computer Science;
- Computer Science I
- Computer Science II
- Computer Science III
- Digital Forensics
- Discrete Mathematics for Computer Science
- Game Programming and Design
- Mobile Application Development
- Robotics Programming and Design

- Independent Studies in Technology Applications
- AP Computer Science
- IB Computer Science, Standard Level
- IB Computer Science, Higher Level
Three Credits in Mathematics

- Algebra II

- two additional Mathematics courses (Algebra II is a prerequisite) (by selecting courses from subsection (e) (2) §74.13 pg. 9)
STEM

Science pg. 13 (f) 1 (D)

Four Credits in Science

- chemistry,
- physics and
- two additional science courses
  (by selecting courses from subsection (e) (5) §74.13 pg 10-11

TAC Ch. 19 §74.13 (f) (1) (D)
Three Additional Credits

- In addition to Algebra II, chemistry, and physics

- A coherent sequence of three additional credits from no more than two of the areas listed in (A), (B), (C), and (D).
Career Technical Education

English Elective Courses

Technology Application Credits

Other Business & Industry Option

By Chapter and CTE Subchapter
Four or More Credits in CTE

- Two Courses in Same Career Cluster including
  Chapter 130, 127 or CTE Innovative Courses(refer to PEIMS table by Cluster and subchapter)

- One Advanced CTE- (3rd or higher in a sequence)
  Chapter 130, 127 or CTE Innovative Courses(refer to PEIMS table by Cluster and subchapter)

- Final Course
  Chapter 130, subchapter A,B,C,D,F,I,K, M, N, P
Four English Elective Credits
Three levels in one of the following areas from Chapter 110

- Public Speaking
- Debate
- Advanced Broadcast Journalism
- Advanced Journalism: Newspaper
- Advanced Journalism: Yearbook

TAC §74.13 (f) (2) (B)
## Business and Industry

*Technology Applications pg 14. (f) 2 (C)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Communications in the 21st Century</td>
<td>Digital Design and Media Production</td>
</tr>
<tr>
<td>Digital Design and Media Production</td>
<td>Digital Video and Audio Design</td>
</tr>
<tr>
<td>Digital Video and Audio Design</td>
<td>Web Game Development</td>
</tr>
</tbody>
</table>

### Four Credits in Technology Applications

- Digital Design and Media Production
- Digital Art and Animation
- 3-D Modeling and Animation
- Digital Communications in the 21st Century
- Digital Video and Audio Design
- Web Communications
- Web Design
- Web Game Development
- Independent Study in Evolving/Emerging Technologies

---

TAC Ch. 19 §74.13 (f) (2) (C)  
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Business and Industry

Other Business and Industry Area pg 14 (f) 2(D)

Four Credits in a coherent sequence from paragraph A, B, or C:

- CTE
- English Elective
- Technology Applications

Animation
Advanced Animation
Debate
Web Design
Social Studies
Languages Other Than English
Two Levels of the Same
Language and Two Levels of
a Different Language
American Sign Language
Fine Arts
English Elective Courses

By Chapter and CTE
Subchapter

Arts and Humanities
Social Studies (Ch. 113 & 118)
LOTE (Ch. 114)
American Sign Language (Ch. 114)
English Electives (select courses)
Fine Arts (Ch. 117)
Other
Arts and Humanities

*Social Studies pg 14 (f) 4 (A)*

Five Social Studies Courses - Credits

- Selected from Chapter 113 or Chapter 118

- World Geography
- World History
- U.S. History
- Government/Economics
- AP European History

TAC Ch. 19 §74.13 (f) (4) (A)
Arts and Humanities

LOTE pg 14 (f) 4 (B)

French I
LOTE

French II
LOTE

French III

French IV

Four Levels of the Same Language

- Selected from Chapter 114
Arts and Humanities

*LOTE* pg 14 (f) 4 (C)

- French I (LOTE)
- French II (LOTE)
- Spanish I
- Spanish II

**Two Levels of the Same Language (LOTE) and Two Levels of a Different Language (LOTE)**

- Selected from Chapter 114
Arts and Humanities

American Sign Language pg 15 (f) 4 (D)

Four Levels of American Sign Language

- Selected from Chapter 114
Arts and Humanities

Fine Arts pg 15 (f) 4 (E)

Four Credits from One or Two Categories or Disciplines in Chapter 117 or Innovative Courses

- Art
- Music
- Dance
- Theatre
Arts and Humanities

English Electives pg 15 (f) 4 (F)

Four English Elective Credits From;
- English IV
- Independent Study in English
- Literary Genres
- Creative Writing
- Research and Technical Writing
- Humanities
- Communication Applications
- AP English Literature and Composition
- IB Language Studies A1 Higher Level.

TAC Ch. 19 §74.13 (f) (4) (F)
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Options

Career Technical Education

Junior Reserve Officer Training Corps

By Chapter and CTE Subchapter

Public Services

Career Technical Education

Final Course from E-Education and Training

G-Government and Public Administration

H-Health Science

J-Human Services

L-Law, Public Safety, and Security

JROTC
Public Services Endorsement

Career Technical Education pg 14 (f) 3 (A)

Principles of Law

Law Enforcement I

Law Enforcement II

Practicum in Law Enforcement

Four or More Credits in CTE

- Two Courses in Same Career Cluster including
  Chapter 130, 127 or CTE Innovative Courses

- One Advanced CTE- (3rd or higher in a sequence)
  Chapter 130, 127 or CTE Innovative Courses (check PEIMS by subchapter)

- Final Course
  Chapter 130, subchapter E, G, H, J, or L
Public Services Endorsement

JROTC pg 14 (f) 3 (B)

Four Courses in Junior Reserve Officer Training Corps

JROTC I

JROTC II

JROTC III

JROTC IV

TAC Ch. 19 §74.13 (f) (3) (B)
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Multi Disciplinary Studies Endorsement

OPTIONS

Advanced Coursework
Foundation Subjects
Advanced Placement, International Baccalaureate, and Dual Credit

By Chapter and CTE Subchapter
**Multidisciplinary Studies**

*AP, IB or Dual Enrollment pg 15 (f) 5 (C)*

- AP Biology
- AP Environmental Science
- AP U.S. History
- Precalculus College Algebra

**Four Credits**
Selected from English, Mathematics, Science, Social Studies, Economics, LOTE, or Fine Arts

- Advanced Placement
- International Baccalaureate
- Dual Enrollment

TAC Ch. 19 §74.13 (f) (5) (C)
Multi Disciplinary Studies

Advanced Courses pg 15 (f) 5 (A)

- Digital Video
- Web Mastering
- Landscaping Design
- Principles and Elements of Floral Design (CTE)

Four Advanced Courses

- from within one endorsement area or
- among endorsement areas that are not in a coherent sequence.

TAC Ch. 19 §74.13 (f) (5) (A)

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Multidisciplinary Studies

Foundation Subjects pg 15 (f) 5 (B)

- English I
- English II
- English III
  - English IV
- Biology
  - IPC or Advanced Science
  - Advanced Science
- Advanced Science (Chemistry or Physics)
- Algebra I
- Geometry
- Advanced Math
- Advanced Math World History/World Geography/Combined World Geography/World History
- U.S. History
- Government (1/2 credit)
- Economics (1/2 credit)
- Fourth Social Studies

Four Credits from each of the Four Foundation Subject areas to include

- English IV and
- Chemistry and/or Physics.
<table>
<thead>
<tr>
<th>Foundation High School Program with one or more endorsements</th>
<th>Student A (Course selection determines possible endorsements for each student)</th>
</tr>
</thead>
</table>
| **ELA**                                                      | English I  
|                                                              | English II  
|                                                              | English III  
|                                                              | English IV  |
| **Math**                                                     | Algebra I  
|                                                              | Geometry  
|                                                              | MMA  
|                                                              | Algebra II  |
| **Science**                                                  | Biology  
|                                                              | IPC  
|                                                              | Chemistry  
|                                                              | AP Physics  |
| **Social Studies**                                           | World Geography  
|                                                              | U. S. History  
|                                                              | Government  
|                                                              | Economics  |
| **PE**                                                       | Foundation of Personal Fitness  |
| **Fine Arts**                                                | Art I  |
| **Electives**                                                | Spanish III  
|                                                              | Spanish IV  
|                                                              | AP Environmental Systems  
|                                                              | Earth and Space Science  |
| **LOTE**                                                     | Spanish I  
|                                                              | Spanish II  |

**Stem Endorsement: Science**

- **Chemistry**
- **AP Physics**
- **Earth and Space Science**
- **AP Environmental Systems**

**Multidisciplinary Endorsement: Foundation Subjects**

- **English I**
- **English II**
- **English III**
- **English IV**

- **Algebra I**
- **Geometry**
- **MMA**
- **Algebra II**

- **Biology**
- **IPC**
- **Chemistry**
- **AP Physics**

- **World Geography**
- **World History**
- **U. S. History**
- **Government**
- **Economics**

**Arts and Humanities Endorsements: LOTE**

- **Spanish I**
- **Spanish II**
- **Spanish III**
- **Spanish IV**
10. In some endorsement options there doesn’t seem to be a clear sequence. Will the district determine the sequence in these cases?

Yes. A school district determines the specific set of courses each student must complete to earn an endorsement, provided that prerequisites are followed and that the set of courses meets the requirements of the options listed for an endorsement in SBOE rule.
A student may earn a performance acknowledgment

For outstanding performance

1. In a dual credit course
2. In bilingualism and biliteracy
3. On an AP test or IB exam
4. On the PSAT, the ACT-Plan, the SAT or the ACT

For earning a nationally or internationally recognized business or industry certification or license.
Performance Acknowledgements Criteria

Dual Credit
(Includes ATC)

- 12 hours of college academic courses with a grade equivalent to 3.0 or higher on a scale of 4.0; or
- Associates Degree in high school

TAC Ch. 19 §74.14 (a)
Bilingualism and Biliteracy

(Additional requirements: ELL students must exit program and reach advanced high)

- Complete ELA Requirements maintaining a grade equivalent of 80 or higher on a scale of 100 and
- Completion of 3 LOTE credits in the same language with grade equivalent of 80 on a scale of 100; or
- Demonstrated proficiency in the TEKS for level IV or in LOTE with minimum GPA of the equivalent of 80 on a scale of 100; or
- Completion of 3 credits in Foundation Subject in LOTE with minimum GPA of 80 on a scale of 100; or
- Demonstrated Proficiency in LOTE by: AP LOTE Score = 3 or higher; or IB LOTE score =4 or higher; or performance on national assessment of language proficiency in LOTE of at least Intermediate High or its equivalent.

TAC Ch. 19 §74.14 (b)
Performance Acknowledgements Criteria

• A score of 3 or above on an AP examination; or
• A score of 4 or above on an IB examination.

TAC Ch. 19 §74.14 (c)
Performance Acknowledgements Criteria

- PSAT/NMSQT score that qualifies a student as commended scholar or higher.
- Achieving the college readiness benchmark score on at least two of the four subject tests on the ACT PLAN exam.
- A combined critical reading and mathematics score of at least 1250 on the SAT.
- A composite score on the ACT exam (without writing) of 28.

TAC Ch. 19 §74.14 (d)
Performance Acknowledgements Criteria

- Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification or
- Performance on an examination sufficient to obtain a government-required credential to practice a profession.

TAC Ch. 19 §74.14 (e)
• While student must complete the curriculum requirements for at least one endorsement in order to earn a distinguished level of achievement, a student is not required to complete the curriculum requirements for at least one endorsement in order to earn a performance acknowledgement.

• For additional information on performance acknowledgements, you may reference Texas Administrative Code§74.14.
## Side-by-Side Comparison: Graduation Program Options to be Implemented Beginning in 2014-2015

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Foundation HSP</th>
<th>*MHSP</th>
<th>*RHSP</th>
<th>*DAP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>Four credits:  - English I  - English II  - English III  - An advanced English course</td>
<td>Four credits:  - English I  - English II  - English III  - English IV or approved alternate course</td>
<td>Four credits:  - English I  - English II  - English III  - English IV</td>
<td>Four credits:  - English I  - English II  - English III  - English IV</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Three credits:  - Biology  - IPC or an advanced science course  - An advanced science course</td>
<td>Two credits:  - Biology  - IPC or Chemistry and Physics (one of the two serves as an academic elective)</td>
<td>Four credits:  - Biology  - Chemistry  - Physics  - An additional science credit</td>
<td>Four credits:  - Biology  - Chemistry  - Physics  - An additional science credit</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Three credits:  - U.S. History  - U.S. Government (one-half credit)  - Economics (one-half credit)  - World History or World Geography</td>
<td>Three credits:  - U.S. History (one credit)  - U.S. Government (one-half credit)  - Economics (one-half credit)  - World History (one credit) or World Geography (one credit)</td>
<td>Four credits:  - U.S. History (one credit)  - U.S. Government (one-half credit)  - Economics (one-half credit)  - World History (one credit)</td>
<td>Four credits:  - U.S. History (one credit)  - U.S. Government (one-half credit)  - Economics (one-half credit)  - World History (one credit)</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>One credit</td>
<td>One credit</td>
<td>One credit</td>
<td>One credit</td>
</tr>
<tr>
<td><strong>Languages Other Than English</strong></td>
<td>Two credits in the same language Two credits from Computer Science I, II, and III (other substitutions)</td>
<td>None</td>
<td>Two credits in the same language</td>
<td>Three credits in the same language</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>One credit</td>
<td>One-half credit from either of the following:  - Communication Applications  - Professional Communications (CTE)</td>
<td>One-half credit from either of the following:  - Communication Applications  - Professional Communications (CTE)</td>
<td>One-half credit from either of the following:  - Communication Applications  - Professional Communications (CTE)</td>
</tr>
<tr>
<td><strong>Speech</strong></td>
<td>Demonstrated proficiency in speech skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>Five credits</td>
<td>Seven and one half credits (one must be an academic elective)</td>
<td>Five and one-half credits</td>
<td>Four and one-half credits</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>22</td>
<td>22</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

* Only available for students who entered grade 9 before the 2014-2015 school year
### Endorsements

A student may earn an endorsement by successfully completing:
- Curriculum requirements for the endorsement
- A total of four credits in mathematics
- A total of four credits in science
- Two additional elective credits

### STEM

A coherent sequence or series of courses selected from one of the following:
- CTE courses with a final course from the STEM career cluster
- Computer science
- Mathematics
- Science
- A combination of no more than two of the categories listed above

### Business and Industry

A coherent sequence or series of courses selected from one of the following:
- CTE courses with a final course from the Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio/Video, Technology & Communications; Business Management & Administration; Finance; Hospitality & Tourism; Information Technology; Manufacturing, Marketing; Transportation, or Distribution & Logistics CTE career cluster
- The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook
- Technology applications
- A combination of credits from the categories listed above

### Public Services

A coherent sequence or series of courses selected from one of the following:
- CTE courses with a final course from the Education & Training; Government & Public Administration; Health Science, Human Services; or Law, Public Safety, Corrections, and Security career cluster
- JROTC

### Arts and Humanities

A coherent sequence or series of courses selected from one of the following:
- Social studies
- The same language in Languages Other Than English
- Two levels in each of two language in Languages Other Than English
- American Sign Language (ASL)
- Courses from one or two categories (art, dance, music, and theater) in fine arts
- English electives that are not part of Business and Industry

### Multidisciplinary Studies

A coherent sequence or series of courses selected from one of the following:
- Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence
- Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics
- Four credits in AP, IB, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts

### Total Credits w/endorsement - 26

### Distinguished Level of Achievement

- A total of four credits in math, including credit in Algebra II
- A total of four credits in science
- Completion of curriculum requirements for at least one endorsement

### Performance Acknowledgments

For outstanding performance
- In a dual credit course
- In bilingualism and biliteracy
- On an AP test or IB exam
- On the PSAT, the ACT-Plan, the SAT, or the ACT
- For earning a nationally or internationally recognized business or industry certification or license

3/1/2014
Must clearly indicate on the Diploma and on the Transcript or Academic Achievement Record (AAR)

- Distinguished Level of Achievement
- Endorsements
- Performance Acknowledgements

Report to PEIMS by race/ethnic group, gender, and populations served by special programs including special education;

- Enrolled in the FHSP
- Pursuing the Distinguished Level of Achievement
- Enrolled in a program to earn an endorsement
House Bill 5
(JANUARY 1, 2015)

Graduation Options for Special Education Students who entered Grade 9 for the 2014 – 2015 school year and thereafter.
Graduation Requirements
Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Option One</th>
<th>Option Two</th>
<th>Option Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Program</td>
<td>FHSP TAC §89.1070 (a)</td>
<td>FHSP TAC §89.1070 (b) (1) (2) (A-D)</td>
<td>FHSP with an Endorsement TAC §89.1070 (c) (1) (2)</td>
</tr>
<tr>
<td>Credit and Curriculum</td>
<td>Satisfactorily completed credit requirements for graduation under the Foundation High School Program applicable to students in general education.</td>
<td>One or more of which contain modified curriculum that is aligned to the standards applicable to students in general education,</td>
<td>Satisfactorily completes the requirements for graduation under the Foundation High School Program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The additional credit requirements in mathematics, science, and elective courses</td>
</tr>
<tr>
<td></td>
<td>With or without modified curriculum;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Assessment</td>
<td>Satisfactory performance on the required state assessments, Unless the student’s admission, review, and dismissal (ARD) committee has determined that satisfactory performance on the required state assessments is not necessary for graduation.</td>
<td>Satisfactory performance on the required state assessments, Unless the student’s ARD committee has determined that satisfactory performance on the required state assessments is not necessary for graduation.</td>
<td>Performs satisfactorily on the required state assessments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Exceptions</td>
<td>The student must also successfully complete the student’s individualized education program (IEP) and meet one of the following conditions:</td>
<td></td>
<td>Satisfactorily completes the courses required for the endorsement without any modified curriculum.</td>
</tr>
<tr>
<td></td>
<td>(A) Consistent with the IEP, the student has obtained full-time employment, based on the student’s abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district.</td>
<td>To use a course to satisfy both a requirement under the Foundation High School Program and a requirement for an endorsement, the student must satisfactorily complete the course without any modified curriculum.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(B) Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(C) The student has access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(D) The student no longer meets age eligibility requirements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation High School Program (22)</td>
<td>Student A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **ELA (4)**                        | **English I (Modified)**  
|                                    | English II  
|                                    | English III  
|                                    | English IV  |
| **Math (3)**                       | **Algebra I (Modified)**  
|                                    | Geometry  
|                                    | MMA  |
| **Science (3)**                    | **Biology (Modified)**  
|                                    | IPC  
|                                    | Principals of Technology  |
| **Social Studies (3)**             | **World Geography**  
|                                    | U. S. History  
|                                    | Government  
|                                    | Economics  |
| **PE (1)**                         | **Foundation of Personal Fitness**  |
| **Fine Arts (1)**                  | **Band I**  |
| **Electives (5)**                  | **Band II**  
|                                    | **Band III**  
|                                    | **Band IV**  
|                                    | **Advanced Animation**  
|                                    | **Animation**  |
| **LOTE (2)**                       | **Spanish I**  
|                                    | **Spanish II**  |

**Option 1**

- Satisfactorily completes the requirements for *graduation under the FHSP* specified in 74.12 *with or without any modified curriculum*:

- Satisfactory Performance on the required state assessments; *unless the ARD committee has determined that satisfactory performance on the required state assessment is not necessary*. 
### Graduation Requirements

Option 2

- Satisfactorily completes the requirements for *graduation under the FHSP* specified in 74.12 *with or without any modified curriculum*:

- Satisfactory Performance on the required state assessments; unless the ARD committee has determined that satisfactory performance on the required state assessment is not necessary.

- The student must also successfully complete the student’s individualized education program (IEP) and meet one of the following conditions.
  - (A) Consistent with the IEP, the student has obtained full-time employment, based on the student’s abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district.
  - (B) Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district.
  - (C) The student has access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.
  - (D) The student no longer meets age eligibility requirements.

---

### Foundation High School Program (22)

| ELA (4) | English I (Modified)  
|         | English II  
|         | English III  
|         | English IV  

| Math (3) | Algebra I (Modified)  
|          | Geometry  
|          | MMA  

| Science (3) | Biology (Modified)  
|             | IPC  
|             | Principals of Technology  

| Social Studies (3) | World Geography  
|                    | U. S. History  
|                    | Government  
|                    | Economics  

| PE (1) | Foundation of Personal Fitness  

| Fine Arts (1) | Band I  

| Electives (5) | Band II  
|               | Band III  
|               | Band IV  
|               | Advanced Animation  
|               | Animation  

| LOTE (2) | Spanish I  
|         | Spanish II  

---

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<table>
<thead>
<tr>
<th>Foundation High School Program with one or more endorsements (26)</th>
<th>Student A (Course selection determines possible endorsements for each student)</th>
</tr>
</thead>
</table>
| ELA                                                           | **English I (Modified)**  
                            English II  
                            English III  
                            English IV |
| Math                                                          | **Algebra I (Modified)**  
                            Geometry  
                            MMA  
                            Algebra II |
| Science                                                       | **Biology (Modified)**  
                            IPC  
                            Chemistry  
                            Principles of Technology |
| Social Studies                                                | **World Geography (Modified)**  
                            U. S. History  
                            Government  
                            Economics |
| PE                                                            | Foundation of Personal Fitness |
| Fine Arts                                                     | **Band I** |
| Electives                                                     | **Band II**  
                            **Band III**  
                            **Band IV**  
                            Advanced Animation  
                            World History  
                            Animation  
                            Professional Communications |
| LOTE                                                          | Spanish I  
                            Spanish II |

**Option 3**

- Satisfactorily completes the courses required **for the endorsement under 74.13 (f) of this title without any modified curriculum**; and

- Performs satisfactorily as established in the TEC, Chapter 39, on the **required state assessments**
## Graduation Requirements

<table>
<thead>
<tr>
<th>Foundation High School Program with one or more endorsements</th>
<th>Student A (Course selection determines possible endorsements for each student)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong> <strong>Must Pass English I &amp; II EOCs</strong></td>
<td>English I (Modified) English II English III English IV</td>
</tr>
<tr>
<td><strong>Math</strong> <strong>Must pass Algebra I EOC</strong></td>
<td>Algebra I Geometry MMA Algebra II</td>
</tr>
<tr>
<td><strong>Science</strong> <strong>Must pass Biology EOC</strong></td>
<td>Biology IPC Chemistry Principles of Technology</td>
</tr>
<tr>
<td><strong>Social Studies</strong> <strong>Must pass U.S History EOC</strong></td>
<td>World Geography U. S. History Government Economics</td>
</tr>
<tr>
<td><strong>PE</strong></td>
<td>Foundation of Personal Fitness</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>Band I</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>Band II Band III Band IV Computer Science Computer Science II World History Concepts of Engineering Design</td>
</tr>
<tr>
<td><strong>LOTE</strong></td>
<td>Spanish I Spanish II</td>
</tr>
</tbody>
</table>

### Stem Endorsement: Other

- Computer Science I
- Concepts of Engineering and Technology
- Computer Science II
- Principles of Technology

### Multidisciplinary Endorsement: Foundation Subjects

- English I (Modified) English II English III English IV
- Algebra I Geometry MMA Algebra II
- Biology IPC Chemistry Principles of Technology
- World Geography World History U. S. History Government Economics

### Arts and Humanities Endorsements: Fine Arts

- Band I
- Band II
- Band III
- Band IV
What does Modified Mean?

For the purposes of this section, modified curriculum and modified content refer to any reduction of the amount or the complexity of the required knowledge and skills in Chapter 110-118, 126-128, and 130 of this title.

Substitutions that are specifically authorized in statute or rule must not be considered modified curriculum or modified content.

TAC §89.1070 (k)
Admissions Review Dismissal (ARD) Committee process/Communications

Does your district/campus require you to attend the ARD?

Think

If not, what is the process to communicate with the ARD committee to the meeting?

Pair

Does the campus representative attending the ARD understand the needs/interest of the student? (Graduation Plan)

Share

What process is in place to ensure communication is happening after ARD meeting?
High School Personal Graduation Plans
Texas Education Code §28.02121

JUNIOR HIGH OR MIDDLE SCHOOL PERSONAL
Texas Education Code §28.0212

Counseling Public School Students Regarding Higher Education.
Texas Administrative Code §61.1071.
A principal of a junior high or middle school must designate a school counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan for each student enrolled in the junior high or middle school who:

- does not perform satisfactorily on an assessment instrument or
- is not likely to receive a high school diploma before the fifth school year following the student’s enrollment in grade level nine, as determined by the district.
A personal graduation plan under this section must:

1. Identify educational goals for the student;

2. Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies

3. Include an intensive instruction program

4. Address participation of the student’s parent or guardian, including consideration of the parent’s or guardian’s educational expectations for the student; and

5. Provide innovative methods to promote the student’s advancement, including flexible scheduling, alternative learning environments, on-line instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.
Curriculum Requirements
2014-2015

Cardiopulmonary Resuscitation (CPR).
Texas Administrative Code §74.38.

College Preparatory Courses
Texas Education Code

Personal Financial Literacy
Texas Education Code

World Geography/World History
Texas Education Code
New rules govern cardiopulmonary resuscitation in schools

The State Board of Education approved new rules governing cardiopulmonary resuscitation (CPR) training for Texas’ middle and high school students during its April meeting to carry out a 2013 legislative requirement.

A school must provide instruction to each student at least once before he or she graduates from high school. The board’s CPR rule allows school districts and open-enrollment charter schools to provide CPR instruction as part of any course offered to students in grades 7-12.

Students are not required to become certified in CPR as a result of the course, but the CPR instruction must have been developed by the American Heart Association or the American Red Cross or use nationally-based guidelines for emergency cardiovascular care.

Districts have the option of allowing emergency medical technicians, paramedics, police officers, firefighters, teachers, school employees or other qualified instructors to provide the training. An instructor is required to be authorized to provide instruction in CPR only if the instruction is intended to lead to certification for students.

Students who entered the seventh grade during or after the 2010-11 school year are required to receive instruction in CPR.

Texas schools have been providing CPR instruction to seventh and eighth graders since the fall of 1998 as part of the Texas Essential Knowledge and Skills (TEKS) for Health Education.

The changes go into effect on Aug. 25.
Cardiopulmonary Resuscitation

• Students who entered Grade 7 in the 2010-2011 school year and thereafter will need to receive instruction.

The instruction may be provided as a part of any course and a student is required to receive the instruction at least once before graduation. An administrator may waive the requirement for CPR instruction for an eligible student with a disability. (HB 897)
Cardiopulmonary Resuscitation

student who entered Grade 7 in the 2010-2011 school year and thereafter.

CPR instruction must include training that has been developed by:

Instruction provided under this section is not required to result in certification by a student in CPR. If instruction is intended to result in certification in CPR, the course instructor must be authorized to provide the instruction by the American Heart Association, the American Red Cross, or a similar nationally recognized association.
Cardiopulmonary Resuscitation

Exemptions

A school district or an open-enrollment charter school may waive the requirement under this section for a student, who due to a disability, is unable to complete the requirement. The determination regarding a student's ability to complete the CPR requirement will be made by:

1. the student's ARD committee if the student receives special education services under the Texas Education Code or

2. the committee established for the student under Section 504, Rehabilitation Act of 1973


Texas Education Agency. (March 28, 2014) Division of Curriculum TETN Presentation.


Resources

83rd Texas Legislature. (June 2013). House Bill 5. Texas Legislature Online: Retrieved:

http://www.tea.state.tx.us/index2.aspx?id=25769806149

204-2015 PEIMS Data Standards-CTE TAC Chapter 127 and 130
http://www.tea.state.tx.us/index2.aspx?id=25769803853  Click on the CO 22 Table

Texas Education Agency  Career Technical Education
http://www.tea.state.tx.us/index2.aspx?id=4881&menu_id=720
### Contacts

<table>
<thead>
<tr>
<th>Center for Excellence in School Turnaround</th>
<th>Division of Business Operations and Finance Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Tina McIntyre, Administrator</td>
<td>Mary Trevino, PEIMS Director</td>
</tr>
<tr>
<td>956 984-6027</td>
<td>956 984-6096</td>
</tr>
<tr>
<td><a href="mailto:tmcintyre@esc1.net">tmcintyre@esc1.net</a></td>
<td><a href="mailto:mtrevino@esc1.net">mtrevino@esc1.net</a></td>
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<tr>
<td>Minerva Ibarra, Migrant Specialist</td>
<td>Maria Castillo, Information Technology Specialist</td>
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<tr>
<td>956 984-6248</td>
<td>956 984-6075</td>
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<tr>
<td><a href="mailto:mibarra@esc1.net">mibarra@esc1.net</a></td>
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<tr>
<td>Claudia Garcia, Special Education Specialist</td>
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<td><a href="mailto:bgranado@esc1.net">bgranado@esc1.net</a></td>
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<tr>
<td>Barbara Gonzales, Transition Specialist</td>
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<tr>
<td>956 984-6145</td>
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<tr>
<td><a href="mailto:bgonzales@esc1.net">bgonzales@esc1.net</a></td>
<td></td>
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<tr>
<td>Ed Garcia, CTE Specialist</td>
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<td>956 984-6243</td>
<td></td>
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<td><a href="mailto:egarcia@esc1.net">egarcia@esc1.net</a></td>
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</tr>
<tr>
<td>Kelly VanHee, SIAC Specialist</td>
<td></td>
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<tr>
<td>956 984-6190</td>
<td></td>
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<tr>
<td><a href="mailto:kkvanhee@esc1.net">kkvanhee@esc1.net</a></td>
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