



Academic Achievement Record (AAR)

- AAR list classes taken and grades earned.
- Cannot have any indication that a student received special education.
- Students Graduation plan is based on 9th grade cohort entry year.



All students need to participate in State Assessment.
Currently students take five End of Course exams, (EOC).

**Algebra I
 English I
 Biology
 English II
 US History**



**I ♥
 ALGEBRA**

English I & II



**KEEP
 CALM
 AND
 LEARN
 ENGLISH**

Updated Legislation-June 10, 2018

<http://www.capitol.state.tx.us/>

SB 213-Bill Extending Individual Graduation to September 1, 2023

UPDATED

Texas graduation plans

- Mastery of the required state standards (or district standards if greater)
- Satisfactorily completed credit requirements for graduation under the Foundation High School Program
- Satisfactory performance on the required state assessments,



Foundation-22
Foundation with
endorsement-26

2017-2018-First time
all Cohorts will ALL
be Foundation Plan

The Foundation High School Program + Endorsement

The following requirements apply to students first entering 9th grade in the fall of 2014 and thereafter.

Foundation High School Program (FHSP) 22 Credit Foundation Plan is Required for All Endorsements

ENGLISH	4
<ul style="list-style-type: none"> English I (ESOL I may be substituted for English I for students with limited English proficiency), English II (ESOL II may be substituted for English II for students with limited English proficiency), English III English IV or advance English 	
MATHEMATICS	3
<ul style="list-style-type: none"> Algebra I Geometry Advance math course 	
SCIENCE	3
<ul style="list-style-type: none"> Biology IPC or Chemistry or Physics One additional/advanced, lab-based science course 	
SOCIAL STUDIES	3
<ul style="list-style-type: none"> U.S. History One-half credit Government One-half credit Economics World History <u>or</u> World Geography 	
OTHER LANGUAGES	2
<ul style="list-style-type: none"> Must consist of 2 levels in the same language 	
FINE ARTS	1
<i>Choice of:</i> Choir, Band, Orchestra, Dance, Art, Theatre Arts, Art History, Music Theory (I <u>and</u> II), Principles & Elements of Floral Design, or Digital Art & Animation	
PHYSICAL EDUCATION	1
<i>Choice of:</i> Athletics or PE, Foundations of Personal Fitness (.5 credit), Dance, Dance Team I, fall semester of Marching Band or First year of Cheerleading	
ELECTIVES	5
TOTAL FHSP CREDITS	22

The Foundation High School Program + Endorsement

The following requirements apply to students first entering 9th grade in the fall of 2014 and thereafter.

Endorsements (requires additional credits)

All students are required to declare an endorsement in writing by the end of their freshman year with parent signature. Students will be permitted to change their endorsement with written notification.

There are five endorsement options, which allow students flexibility based on individual interests and career goals. Each endorsement category is designed to prepare students to successfully enter postsecondary education or the workforce upon graduation from high school.

The endorsement and the careers areas to which they correspond are as listed below:

- STEM** – Science, including computer science; Technology; Engineering and Mathematics (Algebra II, Chemistry, and Physics are required for the STEM endorsement);
- PUBLIC SERVICES** – Education and Training; Government and Public Administration; Health Science, Human Services; and Law, Public Safety, Corrections and Security;
- BUSINESS & INDUSTRY** – Agriculture, Food, and Natural Resources; Architecture and Construction; Business Management and Administration; Finance; Hospitality and Tourism; Information Technology; Manufacturing; Marketing; Transportation; and Journalism, including broadcast journalism, newspaper, and public speaking;
- ARTS & HUMANITIES** – Social Studies; Languages other than English; Fine Arts; and English Language Arts;
- MULTIDISCIPLINARY STUDIES** – Allows students to take courses in several endorsement areas as listed above. Courses and sequences are to be determined.

Specific requirements for each endorsement were adopted by the State Board of Education on January 31, 2014.

Additional Requirements for Endorsement

MATHEMATICS	1
SCIENCE	1
ADDITIONAL ELECTIVES	2
Electives must be chosen from the five endorsement categories of STEM, Business & Industry, Arts & Humanities, Public Services, and/or Multidisciplinary Studies	
TOTAL CREDITS: FHSP (22) + ENDORSEMENT (4)	26
College Board Advanced Placement and Dual Credit courses may be substituted in appropriate areas for both Foundation and Endorsement credits.	

Recognitions

Students have the opportunity to earn additional recognitions in the following areas:

Distinguished Level of Achievement

A student may earn a distinguished level of achievement by successfully completing all curriculum requirements for the Foundation High School Program, plus each following:

- A fourth credit in mathematics, which must include Algebra II
- A fourth credit in science
- The requirements of at least one endorsement

A student must graduate with a Distinguished Level of Achievement to be considered for the Top 10% and eligible for automatic admission to at Texas public college or university.

Performance Acknowledgements

A student may earn a performance acknowledgement in one or more of the following categories:

- AP Test score of 3 or above
- IB test score of 4 or above
- Outstanding performance on the PSAT, SAT or ACT
- Completion of at least 12 hour college coursework with final grades of A or B (3.0 GPA or above)
- Bilingualism and Bilingualism; and
- Earning a nationally or internationally recognized business or industry certification or license

Distinguished Level of Achievement

- **4 credits in mathematics which include Algebra II**
- **4 credits in science**
- **Complete the Foundation Plan**
- **Complete curriculum requirements for at least one endorsement**
- **A student in the top 10% of his/her class must have earned the Distinguished Level of Achievement to be eligible for *automatic admission* to a Texas public college or university. (UT is top 6%)**
- **Not required - student choice**

Performance Acknowledgements

For outstanding performance:

- Dual
- Bilingualism/Biliteracy
- AP, IB, SAT, ACT
- Certifications/License continued

Earning a Nationally/Internationally recognized business or industry certification or license

House Bill 5 Requirement

“A school district shall ensure that each student, on entering ninth grade, indicates in writing an endorsement that the student intends to earn. A district shall permit a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated.”

Endorsements



Foundation High School Program

Performance Acknowledgement(s) _____

Distinguished Level
of Achievement _____

Endorsement(s) _____

Foundation Plan
22 credits _____



Foundation High School Program Endorsement Opt-Out Agreement

The [Texas Education Code, Section 28.025\(b\)](#), allows a student to graduate under the Foundation High School Program without earning an endorsement if, after the student's sophomore year, the student and the student's parent/guardian are notified of the benefits of graduating with an endorsement and the student's parent/guardian gives written permission for the student to opt out of an endorsement. The benefits of graduating with an endorsement are available in the [Graduation Toolkit](#), produced in partnership by the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Workforce Commission.

STUDENT INFORMATION

Student Name: _____
Student Classification: _____ Campus: _____
District/Charter: _____

PARENT OR GUARDIAN

I have received written notice regarding the benefits to my child of graduating from high school with one or more endorsements and I grant permission for my child to graduate under the Foundation High School Program without earning an endorsement.

Signature of parent/guardian

Date

SCHOOL ADMINISTRATOR

I certify that _____ (student name) meets the criteria below to pursue the Foundation High School Program without an endorsement.

- ☐ The student has completed his or her sophomore year of high school.
- ☐ The student and his or her parent/guardian have been advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements.

Signature of school administrator

Date

HB 18

Required Curriculum

The bill includes that **beginning with the 2015-2016 school year** each school district must provide instruction to students in **grade seven or eight** in preparing for high school, college, and a career. The instruction must include information regarding the following:

- **Creation of a high school personal graduation plan**
- **Distinguished level of achievement**
- **Each endorsement**
- **College readiness standards**
- **Potential career choices and the education needed to enter those careers**

A school district is permitted to provide the required instruction as part of an existing course, provide the instruction as part of an existing CTE course designated by the SBOE as appropriate for that purpose, or establish a new elective course through which to provide the instruction.

House Bill 5 Requirement

- “A school district shall ensure that **each** student, on entering ninth grade, indicates in writing an endorsement that the student intends to earn. A district shall permit a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated.”



SBOE Rule -Languages Other Than English (LOTE) Chapter 74.12 Subchapter B(5)

Languages other than English (LOTE)--two credits.

(A) The credits may be selected from the following:

- (i) any two levels in the same language , including comparable AP or IB language courses that do not count toward another credit required for graduation ; or
- (ii) two credits in computer programming languages , including computer coding, to be selected from Computer Science I, II, and III , AP Computer Science Principles, AP Computer Science A, IB Computer Science Standard Level, and IB Computer Science Higher Level .

(B) A single two-credit IB LOTE course may only satisfy one LOTE requirement.

(C) If a student, in completing the first credit of LOTE, demonstrates that the student is unlikely to be able to complete the second credit, the student may substitute another appropriate course as follows:

- (i) **Special Topics in Language and Culture;**
- (ii) **World History Studies or World Geography Studies for a student who is not required to complete both by the local district;**
- (iii) **another credit selected from Chapter 114 of this title (relating to Texas Essential Knowledge and Skills for Languages Other Than English); or**
- (iv) **computer programming languages , including computer coding .**

(D) The determination regarding a student's ability to complete the second credit of LOTE must be agreed to by:

(i) the teacher of the first LOTE credit course or another LOTE teacher designated by the school district, the principal or designee, and the student's parent or person standing in parental relation;

(ii) the student's admission, review, and dismissal (ARD) committee if the student receives special education services under the TEC, Chapter 29, Subchapter A; or

(iii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, Section 794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973.

(E) A student, who due to a disability, is unable to complete two credits in the same language in a language other than English, may substitute a combination of two credits that are not being used to satisfy another specific graduation requirement selected from English language arts, mathematics, science, or social studies or two credits in career and technical education or technology applications for the LOTE credit requirements. The determination regarding a student's ability to complete the LOTE credit requirements will be made by:

(i) the student's ARD committee if the student receives special education services under the TEC, Chapter 29, Subchapter A; or

(ii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code [(USC)] , Section [§] 794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973.

(F) A student who successfully completes a dual language immersion/two-way or dual language immersion/one-way program in accordance with §89.1210(d)(3) and (4) of this title (relating to Program Content and Design), §89.1227 of this title (relating to Minimum Requirements for Dual Language Immersion Program Model), and §89.1228 of this title (relating to Dual Language Immersion Program Model Implementation) at an elementary school may satisfy one credit of the two credits required in a language other than English.

(i) To successfully complete a dual language immersion program, a student must:

(I) have participated in a dual language immersion program for at least five consecutive school years;

(II) achieve high levels of academic competence as demonstrated by performance of meets or masters grade level on the State of Texas Assessments of Academic Readiness (STAAR®) in English **or** Spanish, **as** applicable ; and

(III) achieve proficiency in both English and a language other than English as demonstrated by scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both languages.

(ii) The second credit of a language other than English must be in the same language as the successfully completed dual language immersion program.

89.1070-Graduation Requirements for students receiving Special Education

(a) Graduation with a regular high school diploma under subsections (b)(1), (b)(2)(D), (g)(1), (g)(2), (g)(3), or (g)(4)(D) of this section **terminates a student's eligibility for special education services** under this subchapter and Part B of the Individuals with Disabilities Education Act and entitlement to the benefits of the Foundation School Program, as provided in Texas Education Code (TEC), §42.003(a).



Students Who Entered 9th Grade in 2014-2015 or later

Foundation Plan

Option 1 (19 TAC §89.1070 **(b)(1)**):

- Demonstrated mastery of the required state standards (or district standards if greater)
- Satisfactorily completed credit requirements for graduation under the Foundation High School Program
- 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.

NOTE: Student can participate in EOC testing and still earn option one without an endorsement.

Foundation Plan

Option 1 (19 TAC §89.1070 **(b)(2)**):

- Demonstrated mastery of the required state standards (or district standards if greater)
- Satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in §74.12 of this title through courses, one or more of which contain **modified** curriculum
- 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.

AND

Foundation Plan

Successfully complete the student's individualized education program (IEP) and meet one of the following conditions.

- A-Obtained employment*;
- B-Demonstrated mastery of employability skills*;
- C-Gained access to services outside of the responsibility of the school system*; or
- D-No longer meets age eligibility requirements

*Students who graduate under this option are eligible to return to the school and ask for additional special education services, as long as they retain age eligibility.

Foundation Plan

(19 TAC §89.1070 (c))

A student receiving special education services may earn an endorsement under §74.13 of this title (relating to Endorsements) if the student:

- (1) satisfactorily completes the requirements for graduation under the Foundation High School Program,(74.12)... as well as the additional credit requirements in mathematics, science, and elective courses... **with** or **without** modified curriculum;
- (2) satisfactorily completes the courses required for the endorsement... **without any modified curriculum,** (74.13)
- (3) performs satisfactorily... on the required state assessments

(19 TAC §89.1070 (d))

Notwithstanding subsection (c)(3) of this section, a student receiving special education services classified in Grade 11 or 12 who has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments is eligible to receive an endorsement if the student has met the requirements in subsection (c)(1) and (2) of this section.

UPDATE: HB 165-Relating to providing for endorsements for public high school students enrolled in special education programs. "with modification of the curriculum, provided that the curriculum, as modified, is sufficiently rigorous as determined by the student 's admission, review, and dismissal committee."

Foundation and Endorsement

(19 TAC §89.1070 (e))

In order for a student receiving special education services to use a course to **satisfy both** a requirement under the Foundation High School Program specified in §74.12 of this title and a requirement for an endorsement under §74.13 of this title, the student **must satisfactorily complete the course without any modified curriculum.**

Transitioning to the Foundation Plan

(19 TAC §89.1070 (f))

If the student's ARD committee determines that the student should take courses under that program and the student satisfies the requirements of that program, **Subsections (c) and (d)** of this section apply to a student transitioning to the Foundation High School Program under this subsection

As the TEC, §28.0258 and §39.025(a-2), modify the state assessment requirements applicable to students in general education, a student receiving special education services who is classified in Grade 11 or 12 during the 2014-2015, 2015-2016, or 2016-2017 school year who has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) **but failed to achieve satisfactory performance on no more than two of the assessments may graduate if the student has satisfied all other applicable graduation requirements.**

Students who entered 9th grade prior to 2014-2015

(g) A student receiving special education services who entered Grade 9 before the 2014-2015 school year may graduate and be awarded a regular high school diploma if the student meets one of the following conditions.

Students who entered 9th grade prior to 2014-2015

Recommended High School Graduation Plan (RHSP) or **Distinguished** Achievement Program (DAP)

(19 TAC §89.1070 **(g)(1)**):

- Earn required credits without any modified content
- Satisfactorily completed credit requirements for graduation (under the recommended or distinguished achievement high school programs
- Satisfactory performance as established on the required state assessments, (pass all EOC)

89.1070 Revision-(February 2018)

(19 TAC §89.1070 **(g)(2)**):

Notwithstanding paragraph (1) of this subsection, as the TEC, §28.0258 and §39.025(a-2), modify the state assessment requirements applicable to students in general education, a student receiving special education services who is classified in Grade 11 or 12 may graduate under the recommended or distinguished achievement high school program, as applicable, if the student has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments and has met all other applicable graduation requirements in paragraph (1) of this subsection.

Students who entered 9th grade prior to 2014-2015

Minimum High School Program (MHSP):

Option 1 (19 TAC §89.1070 **(g) (3)**):

- Demonstrated mastery of the required state standards (or district standards if greater)
- Satisfactorily completed credit requirements for graduation (under the **minimum high school program, without modified content**)
- Participation in required state assessments. ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation.

Students who entered 9th grade prior to 2014-2015

Minimum High School Program (MHSP):

Option 2 (19 TAC §89.1070 (g)(4)):

- Demonstrated mastery of the required state standards (or district standards if greater)
- Satisfactorily completed credit requirements for graduation (under the **minimum high school program, with modified content**)
- Participation in required state assessments. ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation.
- Complete his/her IEP, including one of the following conditions
 - A-Obtained employment*;
 - B-Demonstrated mastery of employability skills*;
 - C-Gained access to services outside of the responsibility of the school system*;
 - D-No longer meets age eligibility requirements

***Students who graduate under this option are eligible to return to the school and ask for additional special education services, as long as they retain age eligibility.**

(19 TAC §89.1070 (h) & (i))

(h) All students graduating under this section must be provided with a summary of academic achievement and functional performance

(i) Students who participate in graduation ceremonies but who are **not graduating** under subsections (b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (h) of this section.

(19 TAC §89.1070 (j))

(j) Employability and self-help skills referenced under subsections (b)(2) and (g)(4) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

(19 TAC §89.1070 (k))

(k) For students who **receive a diploma** according to subsections (b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) of this section, the ARD committee must determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

(19 TAC §89.1070 (I))

(I) For purposes of this section, modified curriculum and modified content refer to **any reduction of the amount or complexity of the required knowledge and skills** in Chapters 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.

Chapter 74. Curriculum Requirements Subchapter A. Required Curriculum §74.5. Academic Achievement Record (Transcript)

- A student who demonstrates proficiency in **speech** as specified in §74.11(a)(3) of this title (relating to High School Graduation Requirements) shall have completion of the speech requirement clearly indicated on the academic achievement record.
- A student who completes the required instruction in **cardiopulmonary resuscitation (CPR)** as specified in §74.38 of this title (relating to Requirements for Instruction in Cardiopulmonary Resuscitation (CPR)) in Grade 9, 10, 11, or 12 shall have completion of the CPR instruction clearly indicated on the academic achievement record.

Chapter 74. Curriculum Requirements

Subchapter A. Required Curriculum

§74.5. Academic Achievement Record (Transcript)

- A student who completes the required instruction on **proper interaction with peace officers** shall have completion of the instruction clearly indicated on the academic achievement record.
- A student who satisfies a languages other than English(**LOTE**) graduation credit requirement by successfully completing a dual language immersion program at an elementary school in accordance with §74.12(b)(5)(F) [§74.12(b)(5)(E)] of this title (relating to Foundation High School Program) shall have the credit clearly indicated on the academic achievement record.



Student Achievement Domain: College career military readiness
(CCMR) Indicators for HS, K–12, and Districts

College Ready



- Meet criteria of 3 on AP or 4 on IB examinations
- Meet TSI criteria (SAT/ACT/TSIA/College Prep course) in reading and mathematics
- Complete a course for dual credit (9 hours or more in any subject or
- 3 hours or more in ELAR/mathematics)
- Earn an associate's degree
- Complete an OnRamps course*
- Meet standards on a composite of indicators indicating college readiness*

Career Ready



- Earn industry-based certification
- CTE coherent sequence coursework completion and credit aligned with approved industry-based certifications (one-half point credit)
- **Graduate with completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)**
- Be admitted to postsecondary industry certification program*

Military Ready



- Enlist in the United States Armed Forces

*Implementation in 2019 and beyond

College, Career, Military Readiness (CCMR) Accountability Rating A-F

Districts may earn CCMR credit for graduates identified as receiving special education services and as graduating under the Foundation High School Plan with an Endorsement, or Foundation High School Plan with a Distinguished Level of Achievement.

Graduation and CCMR

Graduation Code-54 (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.

Graduation Code-55 (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.

Special Education Graduation Type Codes

Graduation Option	Minimum HP	Foundation HP
Non-modified curriculum met requirements and perform satisfactorily on state assessments	30	34
Non-modified curriculum met requirements and participated in state assessments	18	35
Modified Curriculum Full-Time Employment	04	54
Modified Curriculum Employability and self-help skills	05	55
Modified Curriculum Access to services	06	56
Completion of IEP and aged out	07	57

HB 165: Modifications, EOCs, and Endorsements

August 2019

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HB 165 86th Texas Legislature

- “Relating to providing for endorsements for public high school students enrolled in special education programs”
- Signed into law on June 10
- Effective immediately
- **Applies beginning with the 2019-2020 school year**
- Expands the opportunities for students with disabilities to earn an endorsement with modified content to any course

Key Language

a student “*may earn an endorsement on the student’s transcript.... with modification of the curriculum, provided that the curriculum, as modified, is* **sufficiently rigorous** as determined by the student’s [ARD] committee.”

The ARD committee “*shall determine whether the student is required to achieve satisfactory performance on an end-of-course assessment instrument to earn an endorsement on the student’s transcript.*”

What About IGC?

- Individual Graduation Committee
- Earn diploma (Foundation, with or without Endorsements/Performance Acknowledgements/ Distinguished Level of Achievement) if failed ≤ 2 EOCs
- SB 213 signed by Governor over summer extends IGC to September 1, 2023

Students receiving special education services are not subject to IGC requirements... ARD committee determines whether student is required to achieve satisfactory performance on an EOC assessment to graduate (TAC §74.1025)

What's Next?

- Expect revisions to TAC §89.1070
- New law did not specify cohort; revised Commissioner's Rule will *likely* apply to all students currently enrolled and incoming (9th – 12th grades)

TO DO: Review PGP (Personal Graduation Plan) for high school students who received modified content and/or failed 2+ EOCs to determine if they will potentially be eligible to earn an Endorsement

SUCCESS IN THE NEW ECONOMY

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