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|  | **Superintendent Committee Recommendations** | **SB 225 - Seliger** | **SB 240/HB 640 Van de Putte/Diane Patrick** | **SB 3 - Dan Patrick** | **HB 5 - Jimmie Don Aycock** |
| Graduation Credits Required | 26 | 26 |  | 26 | 24 |
| Foundation Diploma Credits | 16 | 16 |  | 14.5 | 16 |
|  | 4-English | 4-English |  | 4-English | 4-English |
|  | 3-Math | 3-Math |  | 3-Math | 3-Math |
|  | 2-Science | 2-Science |  | 2-Science | 2-Science |
|  | 3-Social Studies | 3-Social Studies |  | 3-Social Studies | 3-Social Studies |
|  | 2-Foreign Language | 2-Foreign Language |  | 1/2 speech | 2 Languages other than English (can substitute sign language or computer programming) |
|  | 1-Fine Arts | 1-Fine Arts |  | 1-PE | 1 Fine Arts |
|  | 1-Wellness/Physical Education | 1-Physical Education |  | 1-Fine Arts or CTE | 1 PE |
| Elective Credits Required | 10 | 10 |  | 11.5 | 8 |
| Transition Plan |  | 9th graders prior to 2014-2015 - choose current or new plan |  | Commissioner creates a plan, none may opt into MHSP if not on plan before 2013-2014 | Current students may opt-in to the new diploma |
| Graduation Pathways | 5 | 5 |  | 4 | 4 |
|  | Humanities | Humanities (including Fine Arts) |  | Business/Industry | Business /Industry |
|  | Business & Industry | Business & Industry |  | Arts/Humanities | Arts/Humanities |
|  | STEM | STEM |  | STEM | STEM |
|  | Human Services | Human Services |  | Distinguished | Public Services |
|  | Interdisciplinary | General Studies |  |  |  |
| Endorsements |  |  |  |  | Endorsements may be earned in: (1) STEM or courses related to environment science, technology, engineering, advanced math. (2) Database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, heating, ventilation, AC. (3) health sciences/occupations, education/training, law enforcement, culinary arts, hospitality, agricultural science. (4) political science, world languages, cultural studies, English literature, history, fine arts. |
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| Distinguished Performance acknowledgment on diploma/transcript |  |  |  |  | Adopted by SBOE Rule: (1) outstanding performance in dual credit, AP exams or IB exams, PSAT, ACT, SAT, or (2) earning a nationally or internationally recognized business or industry certification or license |
| Local Credit Options |  |  |  |  | Districts form partnership with local higher ed & businesses to design courses to meet local work force needs. Courses won’t have to go through SBOE approval process. |
| Eligible Foundation Courses | Rigorous CTE courses substitute for junior/senior core subjects | SBOE designate courses required for foundation program |  | SBOE determine additional courses for 4 endorsements |  |
| Diploma Plans | Eliminate | Eliminate from accountability system, state reporting and trigger for special accreditation investigations |  | Distinguished Endorsement - 4X4, must meet standard on English III and Algebra II EOC to earn endorsement | Eliminates |
| 15% Rule | Eliminate | Eliminate |  |  | Optional as to whether a district adopts policy allowing EOC score to be included in student’s final course grade |
| Cumulative Score | Eliminate | Eliminate |  |  | Eliminates cumulative & associated minimum score reqs. & replaces with a 100-pt scale score |
| Course Requirements |  | Eliminates allowances for graduation without certain required courses due to unavailability |  | Mandates personal graduation plans (PGP) for all MS, JH , & HS students |  |
| End of Course Exams (EOC) | 3 | 5 | 3 | 8 - 15 | 5 |
|  | ELA II or III (writing/reading) | English III (writing/reading) | English III (writing/reading) | EOC exams required for courses in which student is enrolled beginning 2011-2012 | English II (writing/reading) |
|  | Algebra 1 | Algebra 1 | Algebra 1 |  | Algebra I |
|  | Biology (?) | Biology |  |  | Biology |
|  | US History (?) | US History |  |  | U.S. History |
| Remaining EOC Exams | Eliminate | Retain EOCs associated with the foundation program | Eliminate | Retain EOCs for courses of enrollment | Keeps English III & Algebra II as elective tests |
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| Remaining EOC Exams |  |  |  |  | Creates incentives - passage of English III & Algebra II (i.e. allow student to bypass college placement exams & college developmental courses |
|  |  |  |  |  | Elective EOC exams not used in accountability system |
| EOCs used for Class Ranking |  |  | Prohibit |  |  |
| College Eligibility | Eliminate Algebra II and English III EOC requirement | Eliminate Algebra II and English III EOC Requirement | Prohibit use of EOC exams for admission to higher education and calculating class ranking. Higher ed is not prohibited from considering EOC results with other criteria | Eliminate Algebra II and English III EOC Requirement for all BUT students who want to earn the new distinguished achievement endorsement | Eliminate EOC stand-alone-requirement for entry to a 4-year university |
| Flexible Assessments - Additional Indicators | SAT, ACT, AP, IB, Dual Credit - satisfy end of course requirements. |  | SAT, ACT, AP, IB, Dual Credit - satisfy end of course requirements |  | ARD will determine satisfactory performance on EOC for special education students. Commissioner retains power to determine if/how advanced tests, e.g. AP/IB substitute for EOC score |
| **Grades 3 - 8** |  |  |  |  |  |
| Test Reduction -( currently administering 17 exams) | Reading & Math grades 3, 5 | No changes | No changes | No changes | No changes |
|  | Grade 8 - Ready Step or EXPLORE in lieu of STAAR |  |  |  |  |
|  | Writing - 4, 7 |  |  |  |  |
|  | Students not meeting standard in grades 3, 5 - take appropriate test the following year. |  |  |  |  |
| EOCs Used in Ratings | 3 EOCs |  | 3 EOCs |  |  |
| Suspend Ratings | Suspension of ratings for 2013-2014 |  | Suspension of ratings for 2013-2014 |  |  |
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| Multiple Accountability Indicators | State Standards: Create additional indicators that demonstrate academic and achievement in areas other than state assessments (CTE certification, ACT/SAT participation, AP/IB participation, dual credit and associated degrees earned. |  | Create additional indicators that demonstrate academic and achievement in areas other than state assessments (CTE certification, ACT/SAT participation, AP/IB participation, dual credit and associated degrees earned. |  | 3 Rating Systems: (1) academic performance (state assessments), (2) FIRST results, (3) a new community and student engagement system. |
|  |  |  |  |  | Distinctions replace exemplary & recognized |
|  | Local Standards: Community/local boards identify indicators |  |  |  | First 2 systems determine accreditation |
|  |  |  |  |  | Commissioner to develop criteria and framework for districts to follow as they design and issue a grade for their own community / student engagement piece |
|  |  |  |  |  | Engagement section -district must evaluate: fine arts, wellness / physical education, community / parental involvement, 21st Century Workforce Development programs and second language acquisition |
|  |  |  |  |  | Finance section- distinction designation awarded in connection with performance rating assigned. |
|  |  |  |  |  | Academic section- distinction designation awarded for percentage of students reaching college readiness performance standards on assessment instruments or EOCs. |
|  |  |  |  |  | All ratings released no later than August 8 |