

**Accountability System Development for 2016
Accountability Technical Advisory Committee (ATAC)**

**Index 4 Transition to Foundation High School Program (FHSP) and
Texas Success Initiative (TSI) Requirements**

Index 4: Postsecondary Readiness is designed to promote the overall goal of Texas public schools to ensure every student is ready for the transition from high school to any postsecondary goal, whether entering college, the workforce, or the military.

This document reviews the Index 4 components and indicators evaluated in 2015 and previews the discussion topics for 2016 accountability, including the assessments evaluated in the STAAR component, the ongoing transition to the Foundation High School Program (FHSP) plan, and issues related to the transition to Texas Success Initiative (TSI) requirements.

Review of 2015 Index 4: Postsecondary Readiness

Elementary and middle school campuses report only STAAR results, therefore, the Index 4 evaluation of these campuses is based solely on the STAAR Postsecondary Readiness Standard component. For districts, high school campuses, and campuses serving grades K–12, Index 4 is designed to measure four equally-weighted components of postsecondary readiness. When any of the three non-STAAR components are unavailable, Index 4 is based solely on the STAAR component. When all four components of Index 4 are evaluated, each contributes equal weight (25%) to the overall Index 4 score.

Index 4 Calculation.

1) *STAAR Component: Performance at Final Level II*

The percent of students meeting the final Level II performance standard in

- two or more subject areas; or
- one subject area, if only one subject-area test is taken.

Note that students tested on one subject area are required to meet the final Level II performance standard for that subject area. Similarly, students tested in two subject areas must meet the final Level II performance standard for both subject areas. In 2015, the Index 4 STAAR component did not include the STAAR results for grades 3–8 mathematics, STAAR A, or STAAR Alt 2.

2) *Graduation Rate Component: 4-year or 5-year Graduation Rate; or Annual Dropout Rate*

The Class of 2014 four-year or Class of 2013 five-year graduation rates were evaluated in 2015. If a district or campus had students enrolled in grades 9, 10, 11, or 12, but did not have a four-year or five-year graduation rate, the grade 9–12 annual dropout rate for the 2013–14 school year was used for Index 4. The annual dropout rate was also used for new campuses if they did not have enough years of data to calculate a longitudinal graduation rate.

3) *Graduation Plan Component: Class of 2014 Four-year Recommended High School Program/Distinguished Achievement Program (RHSP/DAP) Rate*

Based on the four-year longitudinal cohort, this component was the percent of students in the class of 2014 who graduated under the Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). If a district or campus did not have a four-year longitudinal graduation cohort, the annual percent of RHSP/DAP graduates for the 2013–14 school year was used for Index 4. The annual RHSP/DAP graduates rate was also used for new campuses if they did not have enough years of data to calculate a longitudinal graduation rate.

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4) *Postsecondary Component: College and Career Readiness*

A new indicator was developed in 2015 that evaluated the percent of annual graduates for the 2013–14 school year who demonstrated postsecondary readiness in any one of three ways:

- *College-Ready Graduate.* A graduate meeting the Texas Success Initiative (TSI) college readiness standards in both reading/ELA and mathematics; specifically, the college-ready criteria on the Texas Assessment of Knowledge and Skills (TAKS) exit-level test, or the SAT test, or the ACT test. Students reported as graduates in the 2013–14 school year were required to test on the grade 11 TAKS exit-level test administered in the spring of 2013. The college admissions test results included in this measure include tests through the June 2014 administration of SAT and ACT.
- *Advanced/Dual Enrollment Completion.* A graduate who completed and earned credit for at least two advanced/dual-credit courses in either the 2013–14 or 2012–13 school year.
- *Career and Technical Education (CTE) Coherent Sequence of Courses.* A graduate enrolled and reported in a coherent sequence of CTE courses as part of a four-year plan of study to take two or more CTE courses for three or more credits during the 2013–14 school year. In 2015, graduates reported as enrolled in the secondary education component of a Tech Prep program were included in the College and Career Readiness indicator.

The percent of annual graduates is defined in the fourth component as follows:

graduates meeting TSI criteria in both reading/ELA and mathematics (TAKS, SAT, or ACT)	or	graduates who completed and earned credit for at least two advanced/dual-credit courses in the current or prior school year	or	graduates who were enrolled in a coherent sequence of CTE courses as part of a four-year plan of study to take two or more CTE courses for three or more credits*
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Number of annual graduates

*Includes graduates reported as enrolled in the secondary education component of a Tech Prep program.

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Preview of Topics for 2016 Index 4: Postsecondary Readiness

STAAR Component. The STAAR component of Index 4 measures the percent of students with STAAR test results at or above the final Level II performance standard on two or more subject areas. Unlike Index 1 and Index 3, Index 4 STAAR results for each subject area only include students who are tested for the first time during the current accountability year, defined as a cycle that includes the previous summer administration and the current school year fall and spring administrations.

In 2015, the Index 4 STAAR component did not include the STAAR results for grades 3–8 mathematics, STAAR A, or STAAR Alt 2. These assessments will be included in this component in 2016.

Graduation Rate Component. The graduation rate component of Index 4 will remain unchanged from the previous three accountability cycles and continue to evaluate the four-year and five-year longitudinal graduation rate. The graduation rate that results in the higher graduation rate component score is the one used to calculate the Index 4 score.

Graduation Plan Component. The transition to the Foundation High School Program (FHSP) began with the 2015 accountability cycle. Based on the fall 2014 PEIMS data, 303,109 students graduated in the 2013–14 school year. Of those graduates, 3,520 (1.16%) graduated with the FHSP diploma plan.

Because students graduating under the FHSP during the 2013–14 school year were not eligible to receive an endorsement, the final decision for 2015 was to exclude the FHSP graduates from the denominator of the diploma plan rate. Note that these students were included in the graduation rate calculations for the class of 2014 and counted as graduates in the numerator.

The Foundation High School Program (FHSP) replaces the Minimum (MHSP), Recommended (RHSP), and Advanced (AHSP) High School Programs for students who began grade 9 in 2014–15. Beginning with the class of 2018, all students will be required to select the FHSP. Until then, students may earn an MHSP, RHSP, or AHSP diploma. See the attached document *Side-by-Side Comparison: Graduation Program Options to be Implemented Beginning in 2014-2015*, for a brief summary of the requirements for each graduation plan.

The table below provides a summary of the transition to the Foundation High School Program from school year 2011–12 through 2015–16.

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Transition to FHSP Graduation Requirements					
	School Year 2011–12	School Year 2012–13	School Year 2013–14	School Year 2014–15	School Year 2015–16
Grade 9	Class of 2015 MHSP/RHSP/DAP or FHSP-E/DLA	Class of 2016 MHSP/RHSP/DAP or FHSP-E/DLA	Class of 2017 MHSP/RHSP/DAP or FHSP-E/DLA	Class of 2018 FHSP-E/DLA	Class of 2019 FHSP-E/DLA
Grade 10	Class of 2014 MHSP/RHSP/DAP or FHSP (no endorsement)	Class of 2015 MHSP/RHSP/DAP or FHSP-E/DLA	Class of 2016 MHSP/RHSP/DAP or FHSP-E/DLA	Class of 2017 MHSP/RHSP/DAP or FHSP-E/DLA	Class of 2018 FHSP-E/DLA
Grade 11	Class of 2013 MHSP/RHSP/DAP	Class of 2014 MHSP/RHSP/DAP or FHSP (no endorsement)	Class of 2015 MHSP/RHSP/DAP or FHSP-E/DLA	Class of 2016 MHSP/RHSP/DAP or FHSP-E/DLA	Class of 2017 MHSP/RHSP/DAP or FHSP-E/DLA
Grade 12	Class of 2012 MHSP/RHSP/DAP	Class of 2013 MHSP/RHSP/DAP	Class of 2014 MHSP/RHSP/DAP or FHSP (no endorsement)	Class of 2015 MHSP/RHSP/DAP or FHSP-E/DLA	Class of 2016 MHSP/RHSP/DAP or FHSP-E/DLA

MHSP: Minimum High School Programs
RHSP: Recommended High School Programs
DAP: Distinguished Achievement or Advanced (AHSP) High School Programs
FHSP: Foundation High School Program (FHSP) without endorsement
FHSP-E/DLA: Foundation High School Program (FHSP), with endorsement and option for Distinguished Level of Achievement (plus Performance Acknowledgment)

Beginning with the class of 2015, the Foundation High School Program allows graduates to earn an endorsement in one of five areas: arts and humanities, public service, business and industry, STEM (science, technology, engineering, and math), or multidisciplinary studies. Districts must create endorsements; if a district creates only one endorsement, it must be multidisciplinary studies.

Students may graduate without an endorsement if both the school district and a parent agree. FHSP students graduating without an endorsement must earn 22 credits, whereas FHSP students graduating with an endorsement must earn, in addition to other requirements, 26 credits (1 more in math, 1 more in science, and 2 more in electives). FHSP students graduating with an endorsement may also earn a distinguished level of achievement by completing Algebra II. Finally, under the FHSP a student may earn a performance acknowledgement for outstanding performance on AP/IB performance, bilingualism/biliteracy, certification/licensures, college readiness assessments, and dual credit.

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During the 2015 accountability development cycle, the ATAC recommended the creation of an integrated diploma plan indicator that combined the RHSP/DAP and FHSP diploma plans into one calculation beginning with the class of 2015. Beginning with class of 2018, the diploma plan indicator would be solely based on the FHSP.

$$\text{Integrated: } \frac{\text{RHSP} + \text{DAP}}{\text{MHSP} + \text{RHSP} + \text{DAP}} + \frac{\text{FHSP-E} + \text{FHSP-DLA}}{\text{FHSP} + \text{FHSP-E} + \text{FHSP-DLA}}$$

Notes:

FHSP: Foundation High School Program (FHSP) without endorsement
 FHSP-E: FHSP with endorsement, and no distinguished level of achievement
 FHSP-DLA: FHSP with endorsement and Distinguished Level of Achievement

Public Education Information Management System (PEIMS) data record number 203, *Leaver Data*, includes graduation type which is used to determine annual and four-year graduation plan (RHSP/DAP rate). Leaver data is reported by districts at the beginning of the following school year during the first PEIMS submission in the month of October each year. Due to the timing of the submission, data for the 2014–15 school year are submitted in fall of 2015 (October 2015) and accessible to agency staff in spring 2016, so it is unknown at this time how many students graduated in 2014–15 under the FHSP with one or more endorsements.

TEC §39.053(c)(4)(vii) also requires evaluation of the percentage of students who earn at least 12 hours of postsecondary credit required for the foundation program under Section 28.025 or to earn an endorsement under Section 28.025 (c-1). See Attachment A for an excerpt of TEC 28.025.

Discussion Topics for ATAC:

- 1) In addition to the integrated diploma plan indicator, are separate indicators needed to meet the requirements of TEC §39.053(c)(4) which lists the percentage of students with FHSP-E and FHSP-DLA separately?
- 2) If separate indicators are created, how (and when) would they be incorporated in Index 4?
- 3) For future accountability cycles, should districts receive additional credit for graduates with more than one endorsement?
- 4) Is it correct to assume that endorsements cannot be characterized as having different degrees of rigor, and one endorsement will not be valued over another endorsement?
- 5) What indicator can be used to meet the requirement in TEC §39.053(c)(4)(vii) and how (and when) should it be incorporated in Index 4?

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Postsecondary Component: As described above, the postsecondary component was expanded in 2015 to include students who complete a coherent sequence of CTE courses or completed and earned credit in two or more advanced/dual-credit courses. Districts and campuses received credit in the postsecondary component for class of 2014 graduates who met the criteria on either of these two indicators or the college-ready graduates indicator, described below.

The college-ready graduates indicator evaluated in 2015 credited districts and campuses for graduates who met college-ready criteria in both reading/English language arts and mathematics on either the TAKS exit level test, the SAT, or ACT testing program. The TAKS exit level test results evaluated on this indicator are the grade 11 results from the primary test administered during the spring semester of the graduates' junior year in high school. Because the class of 2014 was the last graduating class with grade 11 TAKS results, the college-ready graduates indicator evaluated in 2015, as shown in the table below, can no longer be used. Due to the transition of the required assessments for Texas public school graduates from TAKS to STAAR, the 2016 accountability cycle will require a modified College Ready Graduates indicator.

Subject	Exit-level TAKS		SAT		ACT
ELA	>= 2200 scale score on ELA test AND a "3" or higher on essay	OR	>=500 on Critical Reading AND >=1070 Total	OR	>= 19 on English AND >= 23 Composite
Math	>= 2200 scale score on mathematics test	OR	>=500 on Math AND >=1070 Total	OR	>= 19 on Math AND >= 23 Composite

Statutory requirements for Postsecondary and Career Readiness. As required by statute, the postsecondary readiness indicators evaluated in Index 4 must be expanded to include Texas Success Initiative (TSI) college readiness benchmarks. The statutory language in TEC §39.053(c)(4) is provided below.

(vi) the percentage of students who satisfy the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the Texas Higher Education Coordinating Board under Section 51.3062(f) on an assessment instrument in reading, writing, or mathematics designated by the Texas Higher Education Coordinating Board under Section 51.3062(c);

Beginning in fall 2013, students enrolling in a Texas public institutions of higher education without a TSI exemption (19 TAC §4.54) are required to take the TSI Assessment. Students are required to enroll in developmental education coursework if they do not reach the college-level standard on the TSI Assessment prior to the start of a semester. Students are granted unlimited opportunities to take the TSI Assessment prior to a semester before being required to enroll in developmental education. Students required to take the TSI Assessment are subject to the following standards to be considered college-ready:

- Reading - 351
- Math - 350
- Writing - Essay score of 5 -or- 4 and a multiple choice score of 363

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State statute (TEC 51.3062(q-1)) gives the THECB the ability to set a TSI standard on STAAR English III and Algebra II and therefore would allow a student’s performance on STAAR English III and Algebra II to potentially qualify for an exemption from TSI. No other specific STAAR EOCs are referenced in this statute. However, STAAR English III and Algebra II will be administered in school year 2015–16 on an optional basis for school districts, but the results from those assessments cannot be used for state accountability purposes (TEC 39.0238(f)).

Over the past year, agency staff have worked with staff from Texas Higher Education Coordinating Board (THECB) and the College Board to determine how performance results from the TSI assessments can be made available to TEA for use in state accountability. In those discussions, issues under consideration are contractual requirements to transfer the TSI data to TEA and the attribution of the TSI results to a high school student’s campus of enrollment for TSI assessments taken at a postsecondary institution. At this time, it is anticipated that TEA will receive a data file from THECB that will include the results of the TSI assessment taken by high school students in the 2014–15 school year in either their local district or at a Texas postsecondary institution. Once TEA receives the data file, it is anticipated that the TSI performance results can be matched to the class of 2015 graduates data file for use in 2016 accountability.

Discussion Topics for ATAC:

Preliminary Option: Incorporate the results of the TSI assessment in the postsecondary component based on the percent of annual graduates defined as follows:

graduates meeting TSI criteria in reading, mathematics, or writing on the TSI assessments taken while in high school	or	graduates who completed and earned credit for at least two advanced/dual-credit courses in the current or prior school year	or	graduates who were enrolled in a coherent sequence of CTE courses as part of a four-year plan of study to take two or more CTE courses for three or more credits*
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Number of annual graduates in 2014–15

* Includes graduates reported as enrolled in the secondary education component of a Tech Prep program.

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Attachment A
Excerpt of TEC §28.025

Sec. 28.025. HIGH SCHOOL DIPLOMA AND CERTIFICATE; ACADEMIC ACHIEVEMENT RECORD.

(a) The State Board of Education by rule shall determine curriculum requirements for the foundation high school program that are consistent with the required curriculum under Section 28.002. The State Board of Education shall designate the specific courses in the foundation curriculum under Section 28.002(a)(1) required under the foundation high school program. Except as provided by this section, the State Board of Education may not designate a specific course or a specific number of credits in the enrichment curriculum as requirements for the program.

(b) A school district shall ensure that each student, on entering ninth grade, indicates in writing an endorsement under Subsection (c-1) 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. A student may graduate under the foundation high school program without earning an endorsement if, after the student's sophomore year:

(1) the student and the student's parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and

(2) the student's parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by the agency, allowing the student to graduate under the foundation high school program without earning an endorsement.

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(b-1) The State Board of Education by rule shall require that the curriculum requirements for the foundation high school program under Subsection (a) include a requirement that students successfully complete:

(1) four credits in English language arts under Section 28.002(a)(1)(A), including one credit in English I, one credit in English II, one credit in English III, and one credit in an advanced English course authorized under Subsection (b-2);

(2) three credits in mathematics under Section 28.002(a)(1)(B), including one credit in Algebra I, one credit in geometry, and one credit in any advanced mathematics course authorized under Subsection (b-2);

(3) three credits in science under Section 28.002(a)(1)(C), including one credit in biology, one credit in any advanced science course authorized under Subsection (b-2), and one credit in integrated physics and chemistry or in an additional advanced science course authorized under Subsection (b-2);

(4) three credits in social studies under Section 28.002(a)(1)(D), including one credit in United States history, at least one-half credit in government and at least one-half credit in economics, and one credit in world geography or world history;

(5) except as provided under Subsections (b-12), (b-13), and (b-14), two credits in the same language in a language other than English under Section 28.002(a)(2)(A);

(6) five elective credits;

(7) one credit in fine arts under Section 28.002(a)(2)(D); and

(8) except as provided by Subsection (b-11), one credit in physical education under

Section 28.002(a)(2)(C).

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Text of subsection as amended by Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. [5](#)), Sec. 16

(b-2) In adopting rules under Subsection (b-1), the State Board of Education shall provide for a student to comply with the curriculum requirements for an advanced English course under Subsection (b-1)(1) taken after successful completion of English I, English II, and English III, for an advanced mathematics course under Subsection (b-1)(2) taken after the successful completion of Algebra I and geometry, and for any advanced science course under Subsection (b-1)(3) by successfully completing a course in the appropriate content area that has been approved as an advanced course by board rule or that is offered as an advanced course for credit without board approval as provided by Section 28.002(g-1).

Text of subsection as amended by Acts 2013, 83rd Leg., R.S., Ch. 214 (H.B. [2201](#)), Sec. 2

(b-2) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student to comply with the curriculum requirements for the third and fourth mathematics credits under Subsection (b-1)(1) or the third and fourth science credits under Subsection (b-1)(1) by successfully completing an advanced career and technical course designated by the State Board of Education as containing substantively similar and rigorous academic content.

(b-3) In adopting rules for purposes of Subsection (b-2), the State Board of Education must approve a variety of advanced English, mathematics, and science courses that may be taken to comply

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with the foundation high school program requirements, provided that each approved course prepares students to enter the workforce successfully or postsecondary education without remediation.

(b-4) A school district may offer the curriculum described in Subsections (b-1)(1) through (4) in an applied manner. Courses delivered in an applied manner must cover the essential knowledge and skills, and the student shall be administered the applicable end-of-course assessment instrument as provided by Sections 39.023(c) and 39.025.

(b-5) A school district may offer a mathematics or science course to be taken by a student after completion of Algebra II and physics. A course approved under this subsection must be endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit.

(b-6) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 211, Sec. 78(b)(3), eff. September 1, 2014.

(b-7) The State Board of Education, in coordination with the Texas Higher Education Coordinating Board, shall adopt rules to ensure that a student may comply with the curriculum requirements under the foundation high school program or for an endorsement under Subsection (c-1) by successfully completing appropriate courses in the core curriculum of an institution of higher education under Section 61.822. Notwithstanding Subsection (b-15) or (c) of this section, Section 39.025, or any other provision of this code and notwithstanding any school district policy, a student who has completed the core curriculum of an institution of higher education under Section 61.822, as certified by the institution in accordance with commissioner rule, is considered to have earned a distinguished level of achievement under the foundation high school program and is entitled to receive a high school diploma from the appropriate high school as that high school is determined in accordance with commissioner rule. A student who is considered to have earned a distinguished level of achievement under the foundation high school

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program under this subsection may apply for admission to an institution of higher education for the first semester or other academic term after the semester or other academic term in which the student completes the core curriculum.

(b-8) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 211, Sec. 78(b)(3), eff. September 1, 2014.

(b-9) A school district, with the approval of the commissioner, may allow a student to satisfy the fine arts credit required under Subsection (b-1)(7) by participating in a community-based fine arts program not provided by the school district in which the student is enrolled. The fine arts program must provide instruction in the essential knowledge and skills identified for fine arts by the State Board of Education under Section 28.002(c). The fine arts program may be provided on or off a school campus and outside the regular school day.

(b-10) A school district, with the approval of the commissioner, may allow a student to comply with the curriculum requirements for the physical education credit required under Subsection (b-1)(8) by participating in a private or commercially sponsored physical activity program provided on or off a school campus and outside the regular school day.

(b-11) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student who is unable to participate in physical activity due to disability or illness to substitute one credit in English language arts, mathematics, science, or social studies, one credit in a course that is offered for credit as provided by Section 28.002(g-1), or one academic elective credit for the physical education credit required under Subsection (b-1)(8). A credit allowed to be substituted under this subsection may not also be used by the student to satisfy a graduation requirement other than completion of the physical education credit. The rules must provide that the determination regarding a student's ability to participate in physical activity will be made by:

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

(2) if the student does not receive special education services under Subchapter A, Chapter 29, but is covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), the committee established for the student under that Act; or

(3) if each of the committees described by Subdivisions (1) and (2) is inapplicable, a committee established by the school district of persons with appropriate knowledge regarding the student.

(b-12) In adopting rules under Subsection (b-1), the State Board of Education shall adopt criteria to allow a student to comply with the curriculum requirements for the two credits in a language other than English required under Subsection (b-1)(5) by substituting two credits in computer programming languages.

(b-13) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student to substitute credit in another appropriate course for the second credit in the same language in a language other than English otherwise required by Subsection (b-1)(5) if the student, in completing the first credit required under Subsection (b-1)(5), demonstrates that the student is unlikely to be able to complete the second credit. The board rules must establish:

(1) the standards and, as applicable, the appropriate school personnel for making a determination under this subsection; and

(2) appropriate substitute courses for purposes of this subsection.

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(b-14) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student who, due to disability, is unable to complete two courses in the same language in a language other than English, as provided under Subsection (b-1)(5), to substitute for those credits two credits in English language arts, mathematics, science, or social studies or two credits in career and technology education, technology applications, or other academic electives. A credit allowed to be substituted under this subsection may not also be used by the student to satisfy a graduation credit requirement other than credit for completion of a language other than English. The rules must provide that the determination regarding a student's ability to participate in language-other-than-English courses will be made by:

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

(2) if the student does not receive special education services under Subchapter A, Chapter 29, but is covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), the committee established for the student under that Act.

(b-15) A student may earn a distinguished level of achievement under the foundation high school program by successfully completing:

(1) four credits in mathematics, which must include Algebra II and the courses described by Subsection (b-1)(2);

(2) four credits in science, which must include the courses described by Subsection (b-1)(3);

(3) the remaining curriculum requirements under Subsection (b-1); and

(4) the curriculum requirements for at least one endorsement under Subsection (c-1).

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(b-16) A student may satisfy an elective credit required under Subsection (b-1)(6) with a credit earned to satisfy the additional curriculum requirements for the distinguished level of achievement under the foundation high school program or an endorsement under Subsection (c-1). This subsection may apply to more than one elective credit.

(b-17) The State Board of Education shall adopt rules to ensure that a student may comply with the curriculum requirements under Subsection (b-1)(6) by successfully completing an advanced career and technical course, including a course that may lead to an industry-recognized credential or certificate or an associate degree.

(b-18) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student to comply with the curriculum requirements under Subsection (b-1) by successfully completing a dual credit course.

(b-19) In adopting rules under Subsection (b-1), the State Board of Education shall adopt criteria to allow a student to comply with curriculum requirements for the world geography or world history credit under Subsection (b-1)(4) by successfully completing a combined world history and world geography course developed by the State Board of Education.

(c) A person may receive a diploma if the person is eligible for a diploma under Section 28.0251. In other cases, a student may graduate and receive a diploma only if:

(1) the student successfully completes the curriculum requirements identified by the State Board of Education under Subsection (a) and complies with Section 39.025; or

(2) the student successfully completes an individualized education program developed under Section 29.005.

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(c-1) A student may earn an endorsement on the student's diploma and transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year. An endorsement under this subsection may be earned in any of the following categories:

(1) science, technology, engineering, and mathematics (STEM), which includes courses directly related to science, including environmental science, technology, including computer science, engineering, and advanced mathematics;

(2) business and industry, which includes courses directly related to database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, agricultural science, and heating, ventilation, and air conditioning;

(3) public services, which includes courses directly related to health sciences and occupations, education and training, law enforcement, and culinary arts and hospitality;

(4) arts and humanities, which includes courses directly related to political science, world languages, cultural studies, English literature, history, and fine arts; and

(5) multidisciplinary studies, which allows a student to:

(A) select courses from the curriculum of each endorsement area described by Subdivisions (1) through (4); and

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(B) earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement under the foundation high school program.

(c-2) In adopting rules under Subsection (c-1), the State Board of Education shall:

(1) require a student in order to earn any endorsement to successfully complete:

(A) four credits in mathematics, which must include:

(i) the courses described by Subsection (b-1)(2); and

(ii) an additional advanced mathematics course authorized under Subsection (b-2) or an advanced career and technology course designated by the State Board of Education;

(B) four credits in science, which must include:

(i) the courses described by Subsection (b-1)(3); and

(ii) an additional advanced science course authorized under Subsection (b-2) or an advanced career and technology course designated by the State Board of Education; and

(C) two elective credits in addition to the elective credits required under Subsection (b-1)(6); and

(2) develop additional curriculum requirements for each endorsement with the direct participation of educators and business, labor, and industry representatives, and shall require each school district to report to the agency the categories of endorsements under Subsection (c-1) for which the district offers all courses for curriculum requirements, as determined by board rule.

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(c-3) In adopting rules under Subsection (c-1), the State Board of Education shall adopt criteria to allow a student participating in the arts and humanities endorsement under Subsection (c-1)(4), with the written permission of the student's parent or a person standing in parental relation to the student, to comply with the curriculum requirements for science required under Subsection (c-2)(1)(B)(ii) by substituting for an advanced course requirement a course related to that endorsement.

(c-4) Each school district must make available to high school students courses that allow a student to complete the curriculum requirements for at least one endorsement under Subsection (c-1). A school district that offers only one endorsement curriculum must offer the multidisciplinary studies endorsement curriculum.

(c-5) A student may earn a performance acknowledgment on the student's diploma and transcript by satisfying the requirements for that acknowledgment adopted by the State Board of Education by rule.

An acknowledgment under this subsection may be earned:

(1) for outstanding performance:

(A) in a dual credit course;

(B) in bilingualism and biliteracy;

(C) on a college advanced placement test or international baccalaureate examination; or

(D) on the PSAT, the ACT-Plan, the SAT, or the ACT; or

(2) for earning a nationally or internationally recognized business or industry certification or license.

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(d) A school district may issue a certificate of coursework completion to a student who successfully completes the curriculum requirements identified by the State Board of Education under Subsection (a) but who fails to comply with Section 39.025. A school district may allow a student who receives a certificate to participate in a graduation ceremony with students receiving high school diplomas.

(e) Each school district shall report the academic achievement record of students who have completed the foundation high school program on transcript forms adopted by the State Board of Education. The transcript forms adopted by the board must be designed to clearly identify whether a student received a diploma or a certificate of coursework completion.

(e-1) A school district shall clearly indicate a distinguished level of achievement under the foundation high school program as described by Subsection (b-15), an endorsement described by Subsection (c-1), and a performance acknowledgment described by Subsection (c-5) on the diploma and transcript of a student who satisfies the applicable requirements. The State Board of Education shall adopt rules as necessary to administer this subsection.

(e-2) At the end of each school year, each school district shall report through the Public Education Information Management System (PEIMS) the number of district students who, during that school year, were:

(1) enrolled in the foundation high school program;

(2) pursuing the distinguished level of achievement under the foundation high school program as provided by Subsection (b-15); and

(3) enrolled in a program to earn an endorsement described by Subsection (c-1).

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(e-3) Information reported under Subsection (e-2) must be disaggregated by all student groups served by the district, including categories of race, ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Subchapter A, Chapter 29.

(f) A school district shall issue a certificate of attendance to a student who receives special education services under Subchapter A, Chapter 29, and who has completed four years of high school but has not completed the student's individualized education program. A school district shall allow a student who receives a certificate to participate in a graduation ceremony with students receiving high school diplomas. A student may participate in only one graduation ceremony under this subsection. This subsection does not preclude a student from receiving a diploma under Subsection (c)(2).

(g) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 211, Sec. 78(b)(3), eff. September 1, 2014.

(g-1) Expired.

(h) The commissioner by rule shall adopt a transition plan to implement and administer the amendments made by H.B. No. 5, 83rd Legislature, Regular Session, 2013, replacing the minimum, recommended, and advanced high school programs with the foundation high school program beginning with the 2014-2015 school year. Under the transition plan, a student who entered the ninth grade before the 2014-2015 school year must be permitted to complete the curriculum requirements required for high school graduation under:

(1) the foundation high school program, if the student chooses during the 2014-2015 school year to take courses under this program;

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(2) the minimum high school program, as that program existed before the adoption of H.B. No. 5, 83rd Legislature, Regular Session, 2013, if the student was participating in that program before the 2014-2015 school year;

(3) the recommended high school program, as that program existed before the adoption of H.B. No. 5, 83rd Legislature, Regular Session, 2013, if the student was participating in that program before the 2014-2015 school year; or

(4) the advanced high school program, as that program existed before the adoption of H.B. No. 5, 83rd Legislature, Regular Session, 2013, if the student was participating in that program before the 2014-2015 school year.

(h-1) This subsection and Subsection (h) expire September 1, 2018.

(h-2) This subsection applies only to a student participating in the minimum, recommended, or advanced high school program who is completing the fourth year of high school during the 2013-2014 school year. The commissioner by rule shall permit a student who does not satisfy the curriculum requirements of the high school program in which the student is participating to graduate if the student satisfies the curriculum requirements established for the foundation high school program under this section as amended by H.B. No. 5, 83rd Legislature, Regular Session, 2013, and any other requirement required for graduation. This subsection expires September 1, 2015.

(i) If an 11th or 12th grade student in the conservatorship of the Department of Family and Protective Services transfers to a different school district and the student is ineligible to graduate from the district to which the student transfers, the district from which the student transferred shall award a diploma at the student's request, if the student meets the graduation requirements of the district from which the student transferred.

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Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 767, Sec. 8, eff. Sept. 1, 1997; Acts 1999, 76th Leg., ch. 397, Sec. 1, eff. Sept. 1, 1999; Acts 2001, 77th Leg., ch. 187, Sec. 2, eff. May 19, 2001; Acts 2001, 77th Leg., ch. 834, Sec. 2, eff. Sept. 1, 2001; Acts 2003, 78th Leg., ch. 365, Sec. 2, eff. Sept. 1, 2003; Acts 2003, 78th Leg., ch. 1276, Sec. 6.003, eff. Sept. 1, 2003; Acts 2003, 78th Leg., ch. 1317, Sec. 10, eff. Sept. 1, 2003.

Amended by:

Acts 2005, 79th Leg., Ch. 164 (H.B. [25](#)), Sec. 4, eff. May 27, 2005.

Acts 2006, 79th Leg., 3rd C.S., Ch. 5 (H.B. [1](#)), Sec. 5.02, eff. May 31, 2006.

Acts 2007, 80th Leg., R.S., Ch. 46 (S.B. [673](#)), Sec. 1, eff. May 28, 2007.

Acts 2007, 80th Leg., R.S., Ch. 763 (H.B. [3485](#)), Sec. 4, eff. June 15, 2007.

Acts 2009, 81st Leg., R.S., Ch. 895 (H.B. [3](#)), Sec. 30, eff. June 19, 2009.

Acts 2011, 82nd Leg., R.S., Ch. 714 (H.B. [692](#)), Sec. 1, eff. June 17, 2011.

Acts 2011, 82nd Leg., R.S., Ch. 926 (S.B. [1620](#)), Sec. 3, eff. June 17, 2011.

Acts 2011, 82nd Leg., R.S., Ch. 1163 (H.B. [2702](#)), Sec. 9, eff. September 1, 2011.

Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. [5](#)), Sec. 16(a), eff. June 10, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. [5](#)), Sec. 78(b)(3), eff. September 1, 2014.

Acts 2013, 83rd Leg., R.S., Ch. 214 (H.B. [2201](#)), Sec. 2, eff. September 1, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 1354 (S.B. [1404](#)), Sec. 4, eff. June 14, 2013.