

HB 5 Updates

Graduation Requirements



Region One Education Service Center
Office of School Improvement, Accountability and Compliance.

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Texas Graduation *State Assessment Requirements*

Region One Education Service Center
Office of School Improvement, Accountability and Compliance.



Assessment Overview

Academic Content Area Assessment Instruments

Texas Administrative Code §101.3011, §101.3021, §101.3022

Graduation Assessment Requirements for Students Receiving Special Education Services

Texas Administrative Code §101.3023.
Texas Administrative Code §89.1070

Assessment Provisions for Graduation for English Language Learners

Texas Administrative Code §101.1005
Texas Administrative Code §101.1007

End-of-Course Substitute Assessments

Texas Administrative Code §101.4002.

Credit by Examination

Texas Administrative Code §74.24.

Texas Success Initiative-TSI

Texas Administrative Code §4.54

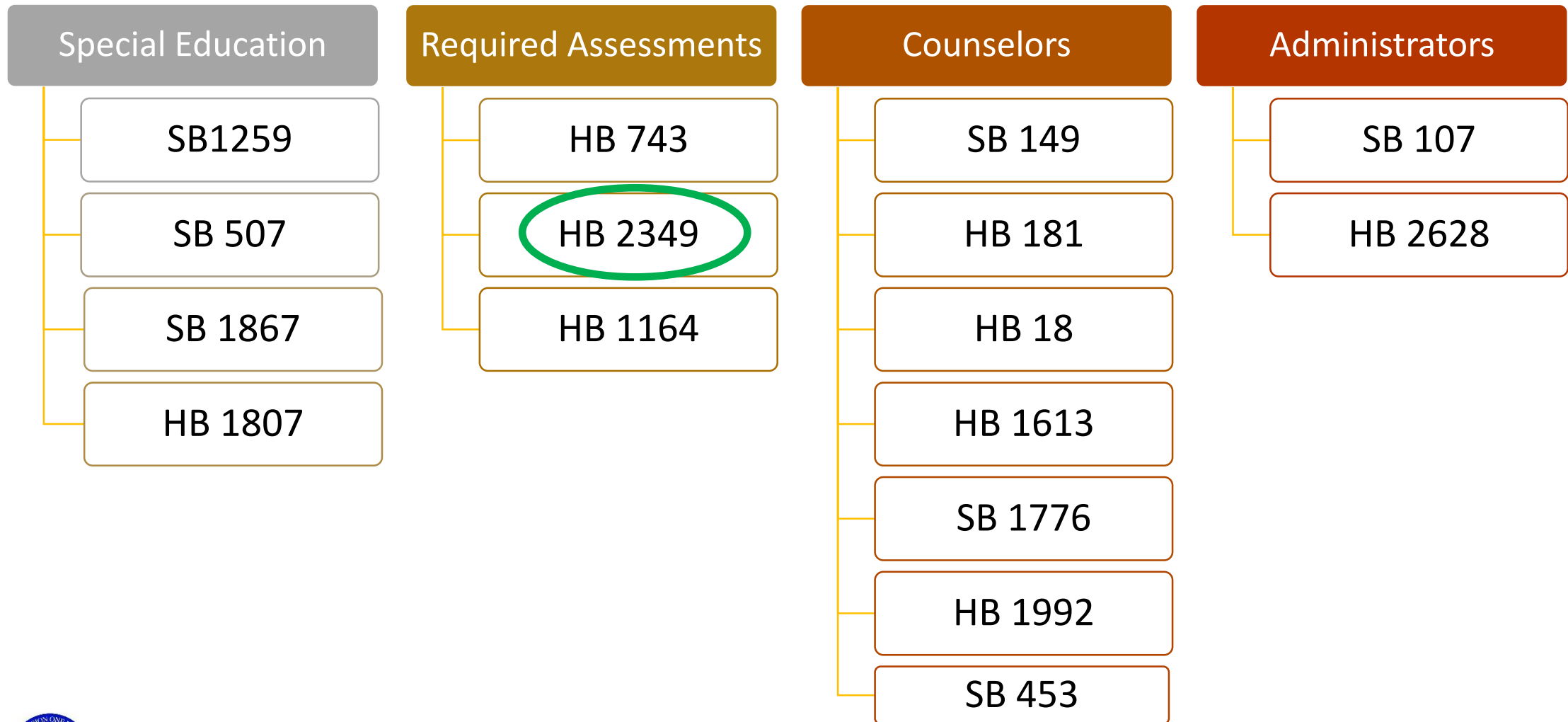
Senate Bill 149

Texas Administrative Code §101.3022 and §89.1070



Impact of the 84th Texas Legislation

on Graduation Assessment Requirements



House Bill 2349

Changes to Graduation Assessment Requirements

A student must only pass an EOC for a course in which the student was enrolled and for which an EOC is administered in order to receive a Texas Diploma. (House Bill 2349)

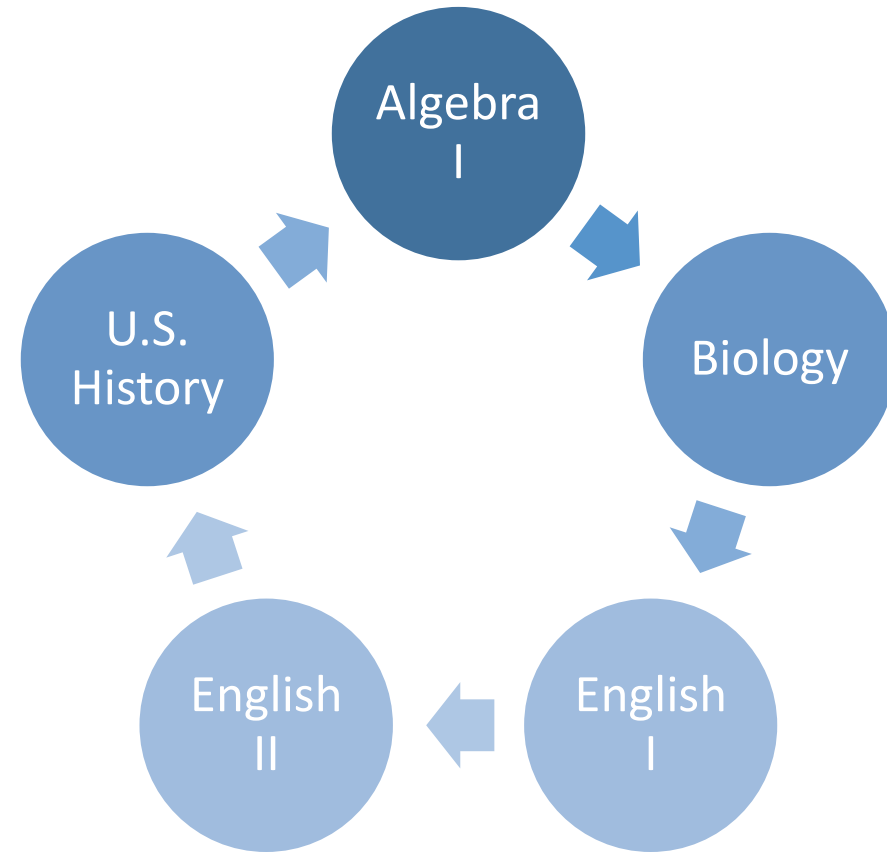
Discipline	Foundation HSP	*MHSP	*RHSP	*DAP
English Language Arts	Four credits: <ul style="list-style-type: none"> English I English II English III An advanced English course 	Four credits: <ul style="list-style-type: none"> English I English II English III English IV or approved alternate course 	Four credits: <ul style="list-style-type: none"> English I English II English III English IV 	Four credits: <ul style="list-style-type: none"> English I English II English III English IV
Mathematics	Three credits: <ul style="list-style-type: none"> Algebra I Geometry An advanced math course 	Three credits: <ul style="list-style-type: none"> Algebra I Geometry SBOE approved math course 	Four credits: <ul style="list-style-type: none"> Algebra I Algebra II Geometry An additional math credit 	Four credits: <ul style="list-style-type: none"> Algebra I Algebra II Geometry An additional math credit
Science	Three credits: <ul style="list-style-type: none"> Biology IPC or an advanced science course An advanced science course 	Two credits: <ul style="list-style-type: none"> Biology IPC or Chemistry and Physics (one of the two serves as an academic elective) 	Four credits: <ul style="list-style-type: none"> Biology Chemistry Physics An additional science credit 	Four credits: <ul style="list-style-type: none"> Biology Chemistry Physics An additional science credit
Social Studies	Three credits: <ul style="list-style-type: none"> U.S. History U.S. Government (one-half credit) Economics (one-half credit) World History or World Geography 	Three credits: <ul style="list-style-type: none"> U.S. History (one credit) U.S. Government (one-half credit) Economics (one-half credit) World History (one credit) or World Geography (one credit) 	Four credits: <ul style="list-style-type: none"> U.S. History (one credit) U.S. Government (one-half credit) Economics (one-half credit) World History (one credit) World Geography (one credit) 	Four credits: <ul style="list-style-type: none"> U.S. History (one credit) U.S. Government (one-half credit) Economics (one-half credit) World History (one credit) World Geography (one credit)



State Assessments Required for Graduation

Satisfactory Academic Performance

Beginning with students first enrolled in 2011-2012, a student must meet satisfactory performance on each end-of-course assessment except in cases provided by (b), (e) and (f) of TAC §101.3022 in order to be eligible to receive a Texas diploma.



The performance standard in place when students took their first EOC test apply to all five EOC's.

TAC §101.3022. (a).



State Assessments Required for Graduation

Satisfactory Academic Performance

A student is required to meet EOC assessment graduation requirements to receive a Texas diploma if a student is participating in

- Distance Learning Course
- Correspondence Course
- Dual Credit Course

For which there is and EOC assessment.

TAC §101.3021 (b) (1) (2)



STAAR End of Course Exceptions

Assessment Not Required

If a student

- earned high school credit for a course for which there is an EOC assessment, **prior to enrollment in a Texas public school district** and the **credit has been accepted** by a Texas public school district,

or

- completed a course for Texas high school credit in a course for which there is an EOC assessment **prior to the 2011-2012** spring administration, **the student is not required to take the corresponding EOC assessment**

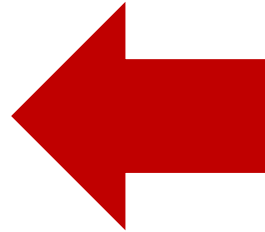
TAC §101.3021 (2) (e) amended to be effective September, 2015



STAAR EOC

Quick Reference Guide

Topic	EOC Required	Statute	STAAR Q & A February 2015
Enrolled in an EOC course: Student is enrolled in a course for which a STAAR EOC is available.	yes	TAC §101.3021 (a)	#12
Enrolled in an EOC course: Students in Grade 8 or lower who take a high school course for credit.	yes	TAC §101.3021 (d) TEC §39.023 (c)	#8
Foreign Exchange Students: Must take a STAAR EOC assessment for courses in which they are enrolled. Not required to retest unless they want to earn a Texas Diploma.	yes	TAC §74.11 (f)	#13
Dual Credit Courses, Distance Learning or Correspondence Course: Required to pass all five EOC's to fulfill their testing requirements.	yes	TAC §101.3021	#27
AP/IB: Required to take the STAAR EOC assessment. May substitute AP or IB test score to fulfill testing requirements.	yes	TAC §101.3021	#28
Credit by Exam (Prior Instruction): Required to pass the corresponding STAAR EOC.	yes		#29
Credit by Exam (No Prior Instruction): Gained credit for course in which the student had no prior instruction.	no		#29
Substitute Assessments. A student was administered an approved substitute assessment for an equivalent course in which the student was enrolled and received a satisfactory score on the assessment as determined by the commissioner and substitute assessment chart.	no	TAC 101.4002 (c) (1-2)	
TSI Assessment. A student enrolled in a college preparatory course for ELA or mathematics and have been administered an appropriate TSI assessment at the end of the course and received a satisfactory score.	no <small>(student would have taken the assessment prior to enrolling in a College Prep Course)</small>	TAC §101.4002 (d) (1) (A-B)	
TSI Assessment. A student who did not meet satisfactory performance on the Algebra I or English II EOC assessment <u>after retaking the assessment</u> may use the corresponding TSI assessment in place of the EOC assessment. (expires September 1, 2017)	yes <small>(Retest Required)</small>	TAC §101.4002 (d) (2)	
Prior to enrollment in Texas public schools: • District does not accept course credit	yes	TAC §101.3021 (e)	#30
Out of State, Out of Country, Private School: • District accepts the credit	no	TAC §101.3021 (e)	#30
Complete HS Course Prior to Spring of 2012: Student completed a high school course.	no	TAC §101.3021 (e)	#31
Students Receiving Special Education Services: STAAR Alternate 2 first enrolled in Grade 9 or below in the 2011-2012 school year upon completion of the corresponding course as required by the student's IEP	yes <small>(ARD determines whether satisfactory performance is required)</small>	TAC §101.3023 (C)	#72
Students Receiving Special Education Services: A student's who IEP does not specify the administration of an alternate assessment and who is first enrolled in Grade 9 or below in 2011-2012 school year shall be administered an EOC assessment instrument upon completion of the corresponding course as required by the student's IEP.	yes <small>(ARD determines whether satisfactory performance is required)</small>	TAC §101.3023 (c)	#72
Eligible ELL Students taking ESOL I and ESOL II: Students are required to take the English I and English II STAAR EOC. Students do not need to pass the English I exam to meet graduation requirements.	yes	TEC 39.023 (c)	#63
Qualifies for an Alternative Method of Graduation under SB 149.	No	TEC §28.0258 (a) (I) TAC §101.3022 (f)	SB 149 FAQ #1



State of Texas Assessments of Academic Readiness (STAAR®) Frequently Asked Questions (FAQs)

STAAR General Questions

- What is STAAR?**
 The State of Texas Assessments of Academic Readiness, or STAAR, is the state testing program that was implemented in the 2011–2012 school year. The Texas Education Agency (TEA), in collaboration with the Texas Higher Education Coordinating Board (THECB) and Texas educators, developed the STAAR program in response to requirements set forth by the 80th and 81st Texas legislatures. STAAR is an assessment program designed to measure the extent to which students have learned and are able to apply the knowledge and skills defined in the state-mandated curriculum standards, the Texas Essential Knowledge and Skills (TEKS). Every STAAR question is directly aligned to the TEKS currently implemented for the grade/subject or course being assessed. The STAAR program includes STAAR, STAAR Spanish, STAAR L (a linguistically accommodated version), and STAAR A (an accommodated version).
- In what grades, subjects, and courses are students assessed under the STAAR program?**
 At grades 3–8, students are tested in mathematics and reading. Students are also tested in writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8. Students are tested at the high school level with STAAR end-of-course (EOC) assessments for Algebra I, English I, English II, biology, and U.S. history.
- What are readiness standards?**
 Based on educator recommendations and as part of the development of the STAAR program, TEA identified, for each grade/subject and course assessed, a small percentage of eligible TEKS student expectations as the most critical to assess. These are called readiness standards and are defined as those student expectations that are not only essential for success in the current grade or course but also important for preparedness in the next grade or course. Readiness standards are emphasized on the assessments and are identified for each grade/subject and course tested in the Assessed Curriculum documents on the STAAR Resources webpage at <http://tea.texas.gov/studentassessment/staar/>.
- Are there any released test questions available for STAAR?**
 Yes. TEA has released selected test questions as well as administered test forms for all grades/subjects and courses. These questions can be found on the STAAR Released Test Questions webpage at [http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_\(STAAR\)/STAAR_Released_Test_Questions/](http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(STAAR)/STAAR_Released_Test_Questions/).
- Where can I go to find more information about the STAAR program?**
 For more information about the STAAR program, visit the STAAR Resources webpage at <http://tea.texas.gov/studentassessment/staar/>.

STAAR Testing Requirements

- What are the general testing requirements for students in grades 3–8?**
 In most cases, students in grades 3–8 must be tested at their enrolled grade level as required in TEC 39.023(a). Exceptions to this requirement may exist for students receiving instruction above grade level; see the questions that follow.

Texas Education Agency
Student Assessment Division
February 2015



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State Assessments Required for Graduation

Students in grade 8 or lower

Beginning in 2011-2012, a student in Grade 8 or lower who takes a high school course for credit is required to take the applicable EOC assessment.



Assessment Requirements

Grades 3-8 TEC 39.023 (a)

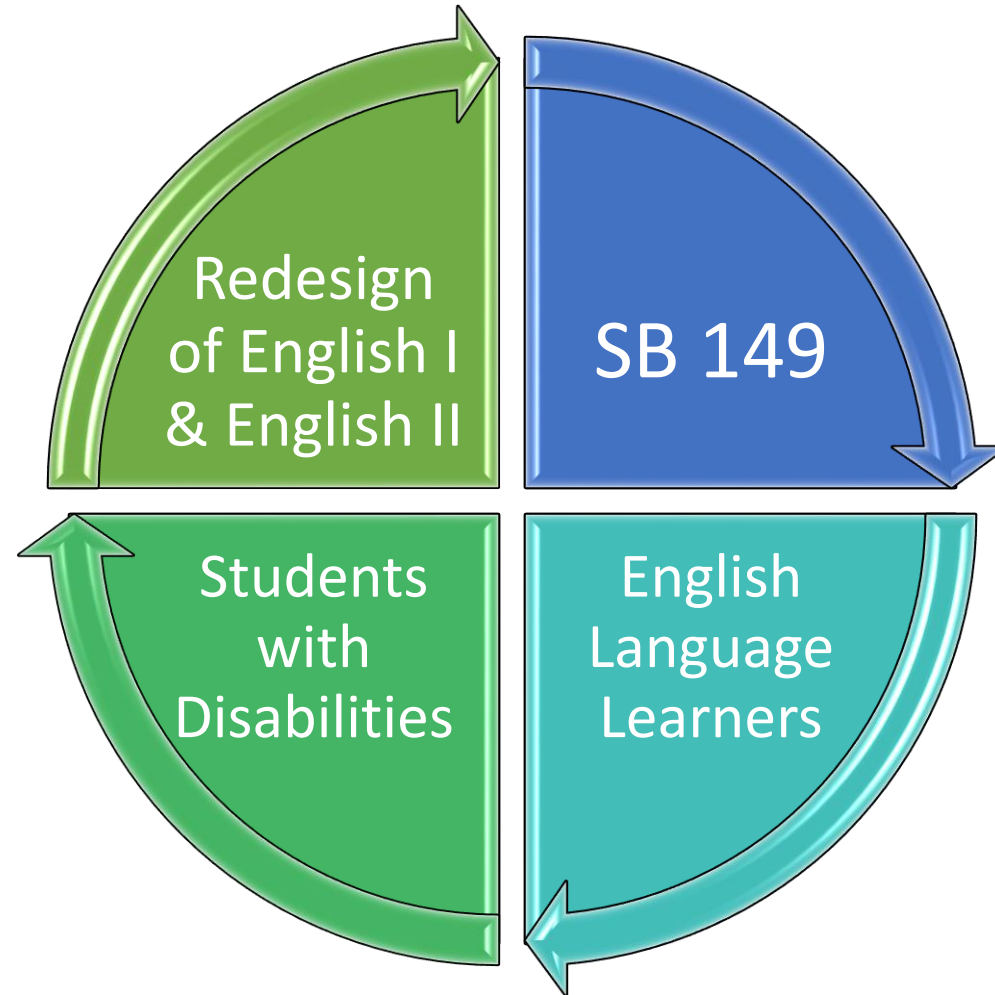
Except as provided by Subsection (a-2), all students, other than students assessed under Subsection (b) or (l) or exempted under Section [39.027](#), shall be assessed in:

- (1) **mathematics**, annually in grades **three through seven** without the aid of technology and in grade **eight** with the aid of technology on any assessment instrument that includes algebra;
- (2) **reading**, annually in grades **three through eight**;
- (3) **writing**, including spelling and grammar, in grades **four and seven**;
- (4) **social studies**, in grade **eight**;
- (5) **science**, in grades **five and eight**; and
- (6) **any other subject and grade required by federal law.**



State Assessments Required for Graduation

Exceptions to EOC Assessment Requirements



TAC §101.3022 (b) (1-3), (e) & (f)



Special Populations Assessment Requirements



Graduation Requirements

Student with Disabilities *TAC §89.1070*

Graduation Programs For Students Who Entered Grade 9 Before 2014-2015				
Requirements	Option One	Option Two	Option Three	Option Four
Graduation Program	RHSP, DAP TAC §89.1070 (g)(1)	RHSP, DAP TAC 89.1070 (g) (2)	MHSP TAC §89.1070 (g) (3)	MHSP TAC §89.1070 (g) (4) (A-D)
Credit and Curriculum	Satisfactorily completes credit and curriculum requirements applicable to students in general education	Satisfactorily completes credit and curriculum requirements applicable to general education	Satisfactorily completes credit and curriculum requirements applicable to students in general education	Satisfactorily complete credit and curriculum requirements applicable to students in general education or curriculum requirements to the extent possible as determined by the student's ARD committee
State Assessment	Meet state assessment requirements.	Meet state assessment requirements on all but two of the required assessments	Participates in state assessment requirements	Participates in state assessment requirements as determined by the ARD committee
Other		Classified in grades 11 or 12 in 2014-2015, 2015-2016 or 2016-2017 school year may graduate under the recommended or distinguished achievement high school if: The student has taken each of the state assessments required by chapter 101 subchapters CC and DD but failed to achieve satisfactory performance on no more than two of the assessments and has met all other applicable graduation requirements. (SB 149)	The ARD committee must determine whether satisfactory performance on required assessment shall be required for graduation	Fulfilling other requirements outlined in the IEP including one of the following: (a) full-time employment and sufficient self-help skills to maintain employment without direct and ongoing support from the school district; (b) demonstration of specific employability and self-help skills that do not require direct ongoing support from the school district; or (c) access to services that are not within the legal responsibility of public education or to employment or educational options for which the student has been prepared by the academic program (d) The student no longer meets age eligibility requirements and has completed the requirements specified in the student's IEP



Graduation Requirements

Student with Disabilities TAC §89.1070

Graduation Program For Students Entering Grade 9 in 2014-2015 and Thereafter				
Requirements	Option One	Option Two (Expires September 1, 2017)	Option Three	Option Four
Graduation Program	FHSP TAC §89.1070 (b) (1)	FHSP, FHSP-E, FHSP-DLA TAC §89.1070 (f)	FHSP TAC §89.1070 (b) (2) (A-D)	FHSP with an Endorsement TAC §89.1070 (c) (1-3)
Credit and Curriculum	Satisfactorily completed credit requirements for graduation under the Foundation High School Program applicable to students in general education.	Satisfactorily completed credit requirements for graduation under the FHSP, FHSP-E, and FHSP-DLA through courses, one or more of which contain modified curriculum that is aligned to the standards applicable to students in general education. (see specific plan for additional requirements)	Satisfactorily completed credit requirements for graduation under the Foundation High School Program One or more of which contain modified curriculum that is aligned to the standards applicable to students in general education,	Satisfactorily completes the requirements for graduation under the Foundation High School Program The additional credit requirements in mathematics, science, and elective courses With or without modified curriculum:
State Assessment	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.	Satisfactory performance on all but two of the required assessments	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.	Performs satisfactorily on the required state assessments.
Other Exceptions		Classified in grades 11 or 12 in 2014-2015, 2015-2016 or 2016-2017 school year may graduate under the foundation high school program if: The student has taken each of the state assessments required by chapter 101 subchapters CC and DD but failed to achieve satisfactory performance on no more than two of the assessments and has met all other applicable graduation requirements. SB 149	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.	Satisfactorily completes the courses required for the <u>endorsement without any modified curriculum</u> ; 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 <u>without any modified curriculum</u> .



Participation in State Assessments

English Language Learners

The LPAC or ARD committee shall select the appropriate assessment option for each English language learner. An ELL shall participate in grades 3-8 and end-of-course assessments as required by TEC 39,023 (C)

Spanish Speaking ELL
Grades 3-5

An ELL in grades 3 or
higher

An ELL who receives
special education services

An unschooled asylee or
refugee first enrolled in U.S
public schools (ELL)

An ELL with a parent denial

May be administered the
Spanish version assessment
if appropriate

May be administered a
linguistically accommodated
English version of the math,
science and social studies

As a result of his or her
disabling condition may be
administered an alternative
assessment

May be granted an exemption
from an administration of an
assessment instrument during
their first year of enrollment in
U.S. schools

A student is not eligible for special
assessment, accommodation or
accountability provisions on the
basis of limited English proficiency

A Spanish version does not
exist or is not the most
appropriate measure

May be administered a
linguistically accommodated
English version if the student has
been enrolled in U.S. schools for 5
or less years

Has not yet demonstrated
English language proficiency
in reading.

Has been enrolled in U.S.
schools for 3 or less years

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English I Special Provision

English Language Learners

For ELLs who —

- have been enrolled in U.S. schools 3 school years or less (5 or less if qualifying unschooled asylee/refugee) and
- have not yet attained TELPAS advanced high reading rating

When enrolled in English I/ESOL I course, eligible ELL shall not be required to retake assessment each time it is administered if student passes course but does not meet standard.

Note:

Students are not exempt from testing while in the course.

Provision does not apply to English II.

Provision is not tied to any particular graduation plan.

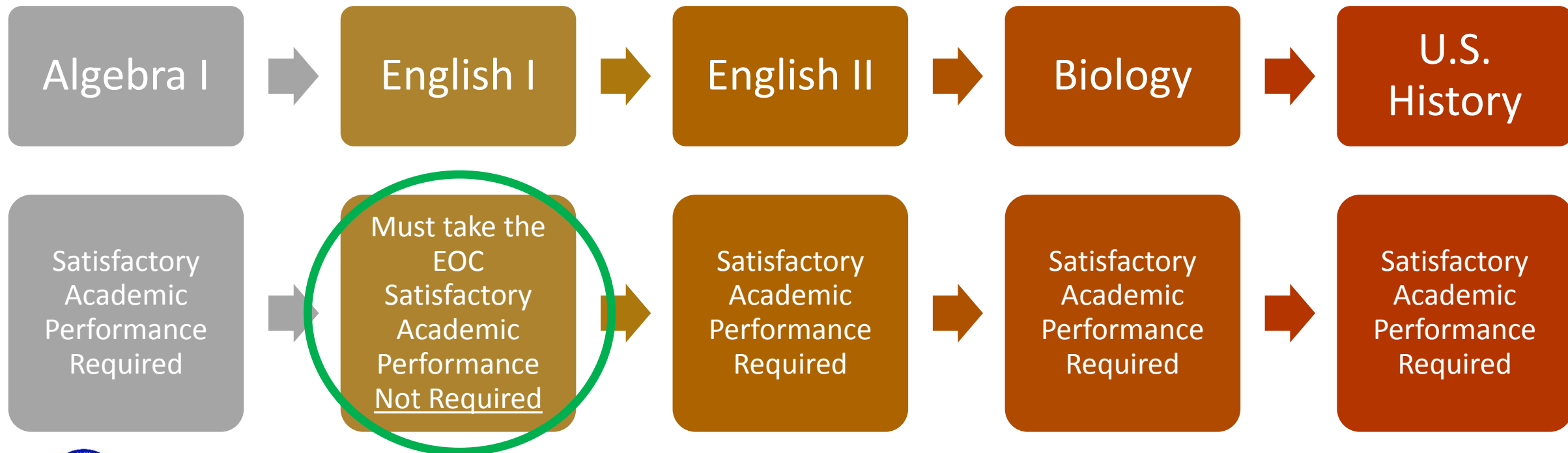


EOC Graduation Requirements

English Language Learners

The STAAR **English II assessment** replaced English III as the English EOC graduation requirement for ELLs who meet the special provisions rule.

ELL students who qualify will still have to take English I EOC but will not have to pass it to meet graduation requirements.

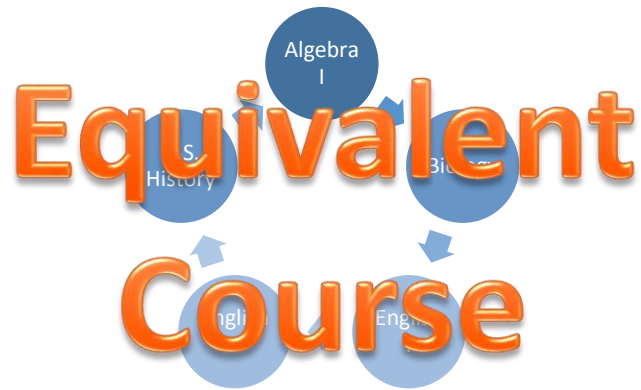


Substitute Assessments



Substitute Assessments (TAC §101.4002)

An approved substitute assessment may be used in place of only one specific EOC assessment unless otherwise noted.



Substitute Assessment	STAAR Algebra I		STAAR Biology		STAAR English I		STAAR English II		STAAR U.S. History	
	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
ACT ^A	Mathematics	22			Reading	21	Reading	21		
AP ^B					Combined English/Writing	18	Combined English/Writing	18		
IB [*]			Biology	4	English Language Arts: Composition and Literature	4	English Language Arts: Composition and Literature	4		
PLAN	Mathematics	19								
PSAT	Mathematics	47								
SAT	Mathematics	500			Critical Reading	500	Critical Reading	500		
TSI ^{**}	Mathematics	***			Objective Reading	3	Objective Reading	3		
					Writing	5	Writing	5		

SATISFACTORY SCORE

^A To use the ACT as a substitute for the STAAR EOC English I or English II assessment, a student must take the optional ACT writing assessment and achieve a combined English/writing score of 18.
^B The set passing score for the IB substitute assessments applies to both Standard Level and Higher Level examinations.
^{*} The TSI English language arts assessment may only be used to fulfill both the English I EOC and English II EOC requirements in those cases described by subsection (d)(1) of this section. In all other cases, an approved substitute assessment may be used in place of only one specific EOC assessment.
^{**} A student must meet the score indicating readiness to enroll in entry-level freshman coursework on the TSI assessment as specified in §4.57(a) of this title (relating to College Ready and Adult Basic Education (ABE) Standards).

1. A student was administered an approved substitute assessment for an equivalent course in which the student was enrolled; and
2. A student received a satisfactory score on the substitute assessment.

TAC §101.4002



End of Course Substitute Assessments

TAC §101.4002

Substitute Assessment	STAAR Algebra I		STAAR Biology		STAAR English I		STAAR English II		STAAR U.S. History	
	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
ACT [^]	Mathematics	22			Reading	21	Reading	21		
					Combined English/Writing	18	Combined English/Writing	18		
AP			Biology	3	English Language and Composition	3	English Language and Composition	3	U.S. History	3
IB [*]			Biology	4	Language A: Language and Literature	4	Language A: Language and Literature	4	History of the Americas	4
PLAN	Mathematics	19								
PSAT	Mathematics	47								
SAT	Mathematics	500			Critical Reading	500	Critical Reading	500		
					Writing	500	Writing	500		
TSI ^{**}	Mathematics	***			Reading	***	Reading	***		
					Objective Writing/Sentence Skills	350	Objective Writing/Sentence Skills	350		
					Writing	5	Writing	5		

May substitute prior to taking an EOC

May use only after having retaken an EOC

[^] To use the ACT as a substitute for the STAAR EOC English I or English II assessment, a student must take the optional ACT writing assessment and achieve a combined English/writing score of 18

^{*} The set passing score for the IB substitute assessments applies to both Standard Level and Higher Level examinations.

^{**} The TSI English language arts assessment may only be used to fulfill both the English I EOC and English II EOC requirements in those cases described by subsection (d)(1) of this section. In all other cases, an approved substitute assessment may be used in place of only one specific EOC assessment.

^{***} A student must meet the score indicating readiness to enroll in entry-level freshman coursework on the TSI assessment as specified in §4.57(a) of this title (relating to College Ready and Adult Basic Education (ABE) Standards).

Texas Success Initiative-TSI



**Texas Success Initiative (TSI)
Assessment**

Student Informative Brochure



The TSI Assessment in Writing is an assessment that contains a multiple-choice section and an essay section.

Multiple-Choice Section

The multiple-choice section of the TSI Assessment in Writing measures your skills in the four content areas listed below. There are approximately 20 items on the TSI placement test and 10 to 12 items in each section of the DE Diagnostic Test.

- ▶ **Essay Revision** measures your ability to provide coherence, organization and good word choice and your ability to achieve rhetorical effectiveness and use evidence.
- ▶ **Agreement** measures your ability to perform subject-verb agreement and pronoun agreement as well as your ability to determine verb tenses.
- ▶ **Sentence Structure** measures your knowledge of topics like comma splices and run-on sentences; improper punctuation; fragments and parallelism; and subordination and coordination.
- ▶ **Sentence Logic** measures your ability to correctly place modifying phrases and clauses and your ability to use logical transitions.

Essay Section

You may be asked to write a five-paragraph persuasive essay (approximately 300–600 words) on a controversial issue or one of current interest. You will be expected to clearly state a main idea and provide specific examples and details to back up your main idea, as well as follow conventions of standard English. You will not be allowed to use a dictionary or other outside resources, but you may use plain scratch paper (provided at the testing center) to plan your essay and write your rough draft(s).



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How to Prepare

Take advantage of free sample questions to improve in areas where your academic performance is not the strongest. These sample questions help you familiarize yourself with the types of questions asked on the TSI Assessment. To access the full sample questions document, visit www.collegeboard.org/texas-sample-questions.

Can I Retake the Test?



If you are not satisfied with your performance, you may retake the TSI Assessment at any time. However, before you attempt to retake, it is strongly recommended that you set aside time for additional study. Check with the testing center at the college or university at which you plan to retake for information concerning retesting and review workshops.

For additional information on the TSI Assessment, please contact an adviser/counselor at your institution.



Texas Higher Education Coordinating Board *TSI Exemptions*

- 1. TSI Statute and THECB Rules Applying to Testing and Developmental Education**
 - [TSI Statute](#)
 - [THECB Rules](#)
 - [Texas College Readiness Assessment and Placement: Improvements and Recommendations](#)
 - [TSI/Exemptions](#)
 - [TSI-DE Frequently Asked Questions - June 2013](#)
- 2. TSI ASSESSMENT Resource Documents**
 - [TSI ASSESSMENT Approved Cut Scores - April 25, 2013](#)
 - [TSI ASSESSMENT Test Content - July 2013](#)
 - [TSI ASSESSMENT Background Questions - July 2013](#)
 - [TSI ASSESSMENT Sample Test Questions - July 2013](#)
 - [TSI ASSESSMENT WritePlacer Sample Essays - July 2013](#)
 - [TSI ASSESSMENT Student Informational Brochure - July 2013](#)
 - [TSI ASSESSMENT Interpreting Your Score - July 2013](#)
- 3. [2010-2011 Statewide Developmental Education Plan](#)**
- 4. [2012-2017 Statewide Developmental Education Plan](#)**
- 5. NON-COURSE COMPETENCY-BASED OPTIONS (Rider 59/34)**
 - [Rider 34 Report](#)
 - [Rider 59 FAQ](#)
 - [NCBO Updates](#)
- 6. STATE GRANTS AND PROJECT OVERVIEWS**
 - [Developmental Education S3 Grant](#)
- 7. PROMISING INITIATIVES**
 - [Rider 52 Report](#)
- 8. PROFESSIONAL DEVELOPMENT**
 - [Integrated Reading and Writing \(IRW\) Calendar of Events](#)
 - [Integrated Reading and Writing Kick-Off, February 7-8, 2013](#)
 - [Integrated Reading and Writing El Paso, April 12, 2013](#)
 - [Integrated Reading and Writing McAllen, July 12, 2013](#)



<http://www.thecb.state.tx.us/index.cfm?objectid=233A17D9-F3D3-BFAD-D5A76CDD8AADD1E3>



Texas Success Initiative

Requirements and Exemptions

EXAM	Date of Testing	Writing	Reading	Math
ACT	5 years	19 on English \geq 23 Composite		19 on Math \geq 23 Composite
SAT	5 years	500 on Critical Reading \geq 1070 Total		500 on Math \geq 1070 Total
TAAS	3 years	1770	89-TLI	86-TLI
TAKS	5 years	Composition=3	2200	2200
STAAR End-of-course	5 years	English III Level II		Algebra II Level II
TSI Assessment	2013	350 and Essay 5 or 363 and Essay 4 or 350 and ABE Level of 4 and Essay 5	351	350
TSI Assessment	2017	350 and Essay 5 or 363 and Essay 4 or 350 and ABE Level of 4 and Essay 5	355	356
TSI Assessment	2019	350 and Essay 5 or 363 and Essay 4 or 350 and ABE Level of 4 and Essay 5	359	369

Other exemptions not listed on the chart

Texas Administrative Code [Next Rule>>](#)

TITLE 19 EDUCATION
PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD
CHAPTER 4 RULES APPLYING TO ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN TEXAS
SUBCHAPTER C TEXAS SUCCESS INITIATIVE
RULE §4.54 Exemptions, Exceptions, and Waivers

[Historical](#) [Texas Register](#)

(a) The following students shall be exempt from the requirements of this title, whereby exempt students shall not be required to provide any additional demonstration of college readiness and shall be allowed to enroll in any entry-level freshman course as defined in §4.53(12) of this title (relating to Definitions):

(1) For a period of five (5) years from the date of testing, a student who is tested and performs at or above the following standards that cannot be raised by institutions:

(A) ACT: composite score of 23 with a minimum of 19 on the English test shall be exempt for both the reading and writing sections of the TSI Assessment, and/or 19 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment;

(B) SAT: a combined critical reading (formerly "verbal") and mathematics score of 1070 with a minimum of 500 on the critical reading test shall be exempt for both reading and writing sections of the TSI Assessment, and/or 500 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment; or

(2) For a period of three (3) years from the date of testing, a student who is tested and performs on the Texas Assessment of Academic Skills (TAAS) with a minimum scale score of 1770 on the writing test, a Texas Learning Index (TLI) of 86 on the mathematics test and 89 on the reading test.

(3) For a period of five (5) years from the date of testing, a student who is tested and performs at or above the following standards that cannot be raised by institutions:

(A) on the Eleventh grade exit-level Texas Assessment of Knowledge and Skills (TAKS) with a minimum scale score of 2200 on the math section and/or a minimum scale score of 2200 on the English Language Arts section with a writing subsection score of at least 3, shall be exempt from the TSI Assessment required under this title for those corresponding sections; or

(B) STAAR end-of-course (EOC) with a minimum score of Level 2 on the English III shall be exempt from the TSI Assessment required under this title for both reading and writing, and a minimum score of Level 2 on the Algebra II EOC shall be exempt from the TSI Assessment required under this title for the mathematics section.

(4) A student who has graduated with an associate or baccalaureate degree from an institution of higher education.

(5) A student who transfers to an institution from a private or independent institution of higher education or an accredited out-of-state institution of higher education and who has satisfactorily completed college-level coursework as determined by the receiving institution.

(6) A student who has previously attended any institution and has been determined to have met readiness standards by that institution. For students meeting non-Algebra intensive readiness

Source: TAC Chapter 4 Subchapter C §4.54
For an all inclusive list see THECB

Substitute Assessment

Use of TSI Assessment

Expires September 1, 2017

Enrolled in a College Preparatory Course for ELA and mathematics and receive a **satisfactory score (English I, English II and Algebra I)**

Not Enrolled in a College Preparatory Course and did not meet satisfactory performance on the Algebra I or English II EOC **after retaking the assessment** may use the TSI assessment

		Writing	Reading	Mathematics
TSI Assessment	2013	350 and Essay 5 or 363 and Essay 4 or 350 and ABE Level of 4 and Essay 5	351	350
TSI Assessment	2017	350 and Essay 5 or 363 and Essay 4 or 350 and ABE Level of 4 and Essay 5	355	356
TSI Assessment	2019	350 and Essay 5 or 363 and Essay 4 or 350 and ABE Level of 4 and Essay 5	359	369



Substitute Assessment – TSI

Administered Separate Reading and Writing

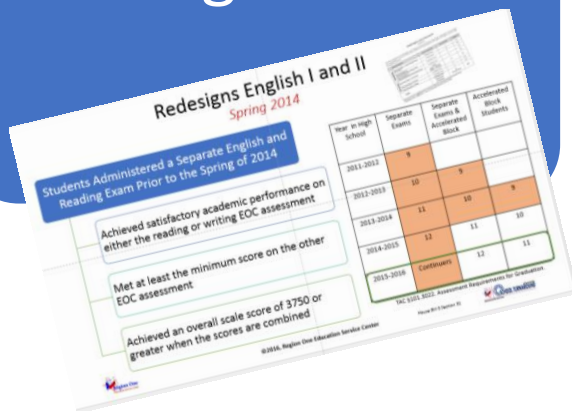
Took separate
reading and
writing for
English II



Did not meet
English II
assessment
requirements



May not substitute
the TSI reading and
writing
assessment for the
corresponding
English II reading
and writing



TAC §101.4002



Substitute Assessment

Verification of Results



1. A student who is eligible to substitute an approved assessment **is responsible for providing** to the school district an official copy of his or her scores from that assessment.
2. A school district or charter school must:
 - verify the student's score
 - determine whether the student met the performance standard required to qualify for a public high school diploma in Texas

TAC §101.4005.



Algebra II and English III

TSI Exemption

STAAR English III Blueprint		
Reporting Categories	Number of Standards	Number of Questions
Reporting Category 1: Understanding/Analysis Across Genres (Reading)	Readiness Standards	3
	Supporting Standards	4
	Total	7
Reporting Category 2: Understanding/Analysis of Literary Texts (Reading)	Readiness Standards	4
	Supporting Standards	10
	Total	14
		6 Multiple Choice 2 Short Answer* (1 single selection) 1 connecting selection)
		11 Multiple Choice

STAAR Algebra II Blueprint		
Reporting Categories	Number of Standards	Number of Questions
Reporting Category 1: Number and Algebraic Methods	Readiness Standards	3
	Supporting Standards	6
	Total	9
Reporting Category 2: Describing and Graphing Functions and Their Inverses	Readiness Standards	3
	Supporting Standards	4
	Total	7
Reporting Category 3: Writing and Solving Systems of Equations and Inequalities	Readiness Standards	2
	Supporting Standards	5
	Total	7
Reporting Category 4: Quadratic and Square Root Functions, Equations, and Inequalities	Readiness Standards	3
	Supporting Standards	5
	Total	8
Reporting Category 5: Exponential and Logarithmic Functions and Equations	Readiness Standards	2
	Supporting Standards	3
	Total	5
Reporting Category 6: Other Functions, Equations, and Inequalities	Readiness Standards	3
	Supporting Standards	5
	Total	8
Readiness		15
Supporting		20
Total Number of Questions		45
		40%–65% 30–33 15%–40% 17–20 45 Multiple Choice 5 Griddable 50 Total

Date	Assessments
May 10 (Tue)	Grades 3–4 Reading Grades 6–7 Reading English III Grade 5 Reading (retest) Grade 8 Reading (retest)
May 11 (Wed)	Grade 5 Science Grade 8 Science Algebra II

- EOC assessments may not be used to determine class rank for any purpose including automatic admission to a Texas college or as a sole criterion for admittance to a Texas teaching institution.
- English III and Algebra II assessments will continue to be developed by the agency but will be district-optional assessments. (May 10 & May 11, 2016)
- TEA will adopt a policy requiring participating school districts to administer the Algebra II and English III assessments to all students enrolled in those courses. The participating districts must report the results to the agency.
- Districts and schools may not administer any kind of benchmark assessment related to these assessments.



Credit by Examination



Credit by Examination

Testing Window



- A student may take a specific examination only once during each window.
- The testing window must be designed to meet the needs of all students.
- The dates must be publicized in the community.
- Must provide opportunities for a student who is homeless or in substitute care who transfers into the district after the start of the year to be administered credit by examination at any point during the year.
- Administer the tests not fewer than four times a year.

§74.24. Credit by Examination.



Credit by Exam

Requirements



A school district must:

1. Have the **approval of the school district board of trustees** to develop its own tests or to purchase examinations that
2. **Thoroughly test the essential knowledge and skills** in the applicable grade level or subject area.

§74.24. Credit by Examination.



Credit by Exam

Types of Examinations



School districts approve, to the extent available at **least four examinations** for acceleration or for credit for each academic subject.

Must satisfy State Board of Education (SBOE) guidelines, and

- Include College Board AP exams and College-Level Examination Program (CLEP) exams.
- May include exams developed by Texas Tech, UT Austin or the district.



Credit by Exam

Requirements for District Created



Prior to the administration, the district must certify that the examination:

- Covers all of the TEKS for the course.
- Has not been published and is not publicly available.
- Will be administered in a secure environment.
- Has been externally validated.
- Is equivalent to state EOC exams in terms of content coverage, item difficulty and technical quality.
- Yields comparable results for all subgroups.
- If the course has a state level EOC, the credit by exam needs to be validated against the EOC assessment and make public the test development process and the results of the validation effort.

Exams created by Texas Tech, UT Austin and the district for courses that do not have an EOC assessment shall meet all requirements listed above by 2018-2019 school year.



Credit by Exam

Other Provisions

General Provisions

- If credit is earned via CBE, student is exempt from end of course assessment requirements
- Only permitted two attempts at earning credit through examination in a given subject.



Credit by Exam

Acceleration in Grades Kindergarten through Grade 5



1. Must develop procedures for kindergarten acceleration approved by the district board of trustees.
2. In grades 1-5, a student must be accelerated one grade if:
 - A student **scores 80%** on a criterion-referenced test for the grade level they want to skip in each of following areas: language arts, mathematics, science and social
 - The school **district representative recommends** that the student be accelerated.
 - The student's **parent or guardian gives written approval.**



Credit by Exam

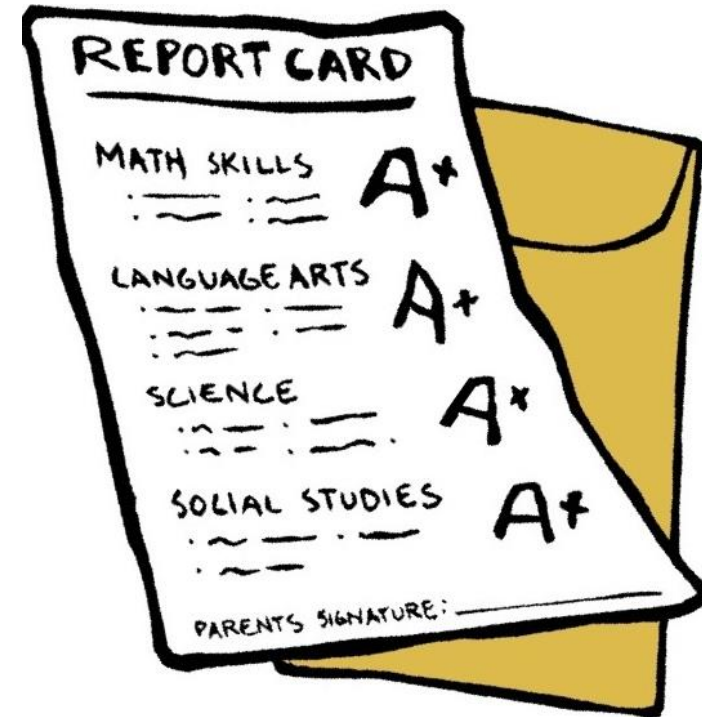
Award of Credit

Required to award credit for a subject if:
(no prior instruction)

- AP=3 or higher
- CLEP =50
- Other=80

Required to award credit for a subject if:
(prior instruction)

- Other=70



EOC Assessment

An EOC assessment administered under TEC §39.023 (c) cannot be used for the purposes of credit by examination as specified in TAC §74.24

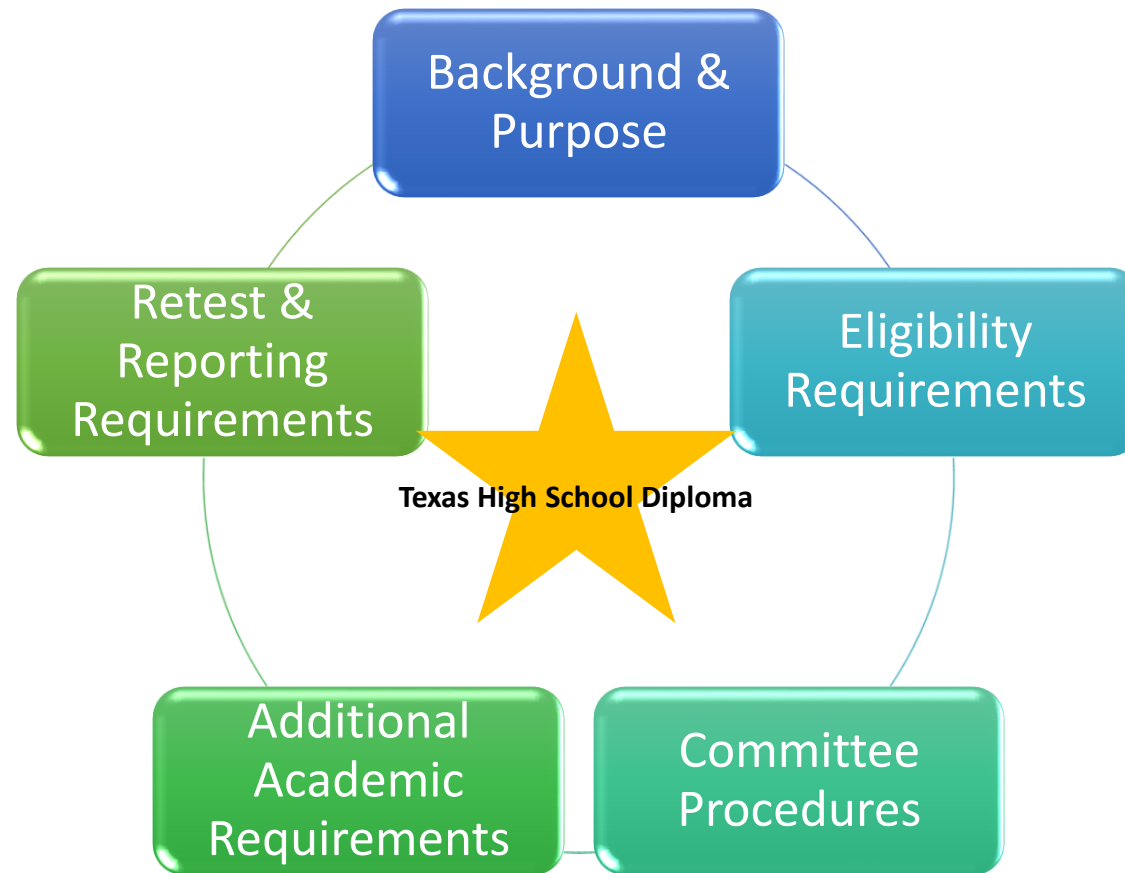


Alternative Methods of Graduation



Overview of Senate Bill 149

Alternative Methods to Graduation



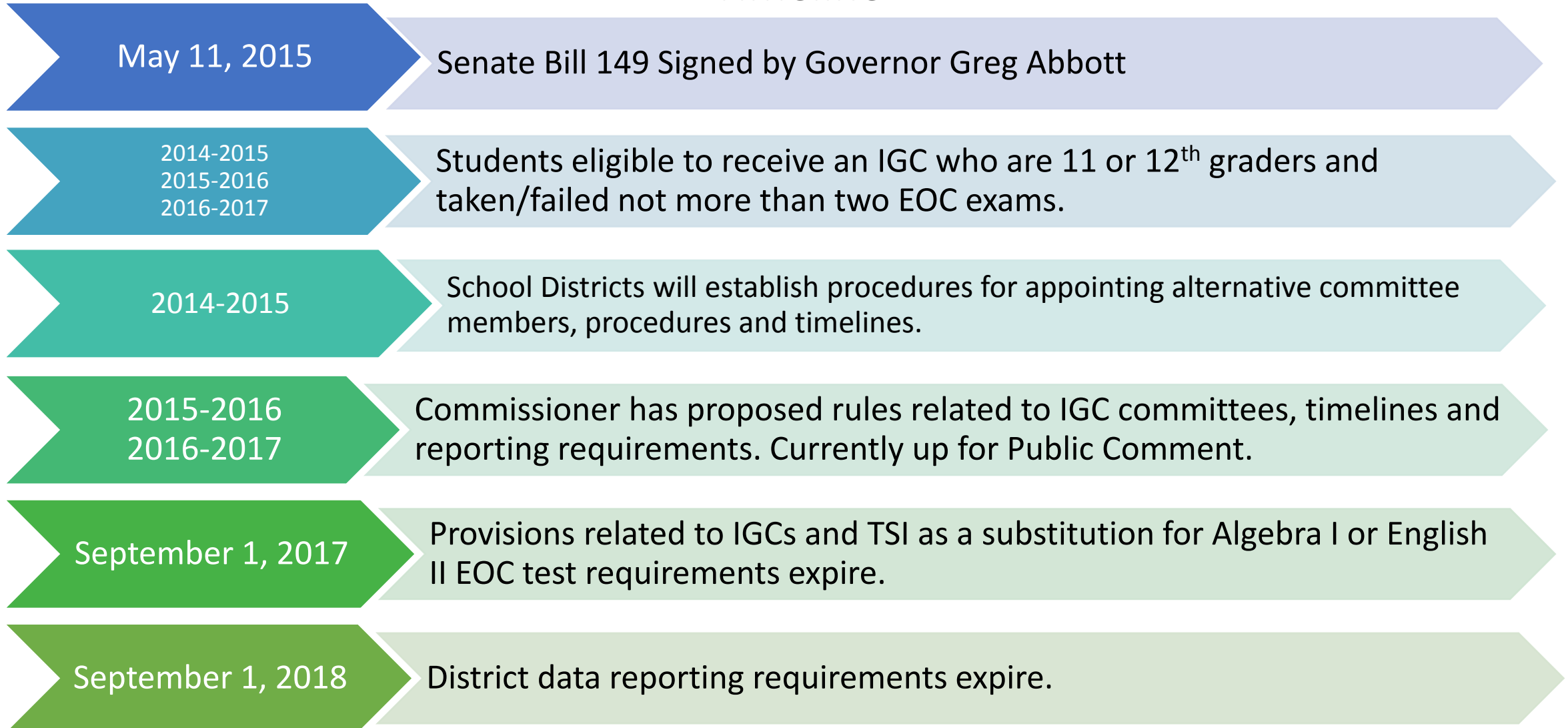
Background of Senate Bill 149

Sponsored by Senator Kelton Seliger

- Approximately **28,000 students were in jeopardy of not graduating in 2015** due to failure to pass one or more STAAR end of course assessments.
- Senate Bill 149 provides an **alternative method for satisfying certain public high school graduation requirements**, including the use of an individual graduation committee.
- Senate Bill 149 is **modeled after the grade placement committee** implemented under the Student Success Initiative.

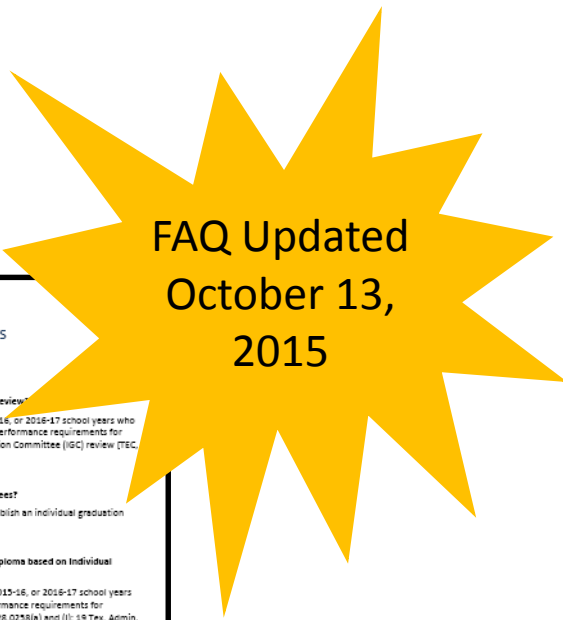


Alternative Method *Timeline*



Senate Bill 149

Guidance Documents



S.B. No. 149

AN ACT

relating to alternative methods for satisfying certain public high school graduation requirements, including the use of individual graduation committees.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Section 12.104, Education Code, is amended by adding Subsection (b-2) to read as follows:

(b-2) An open-enrollment charter school is subject to the requirement to establish an individual graduation committee under Section 28.025B. This subsection expires September 1, 2017.

SECTION 2. Section 28.025, Education Code, is amended by adding Subsection (c-6) to read as follows:

(c-6) Notwithstanding Subsection (c), a person may receive a diploma if the person is eligible for a diploma under Section 28.025B. This subsection expires September 1, 2017.

SECTION 3. Subchapter B, Chapter 28, Education Code, is amended by adding Sections 28.025B and 28.0259 to read as follows:

Sec. 28.025B. HIGH SCHOOL DIPLOMA AWARDED ON BASIS OF INDIVIDUAL GRADUATION COMMITTEE REVIEW. (a) This section applies only to an 11th or 12th grade student who has failed to comply with the end-of-course assessment instrument performance requirements under Section 39.025 for not more than two courses.

(b) For each student to whom this section applies, the school district that the student attends shall establish an

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Final Version of SB149

Michael Williams
Commissioner

May 11, 2015

TO THE ADMINISTRATOR ADDRESSED:

SUBJECT: Assessment Graduation Requirements as Amended by Senate Bill (SB) 149

This correspondence is to inform you that with Governor Greg Abbott's signing of SB 149 on May 11, 2015, there are immediate and significant changes to the state's assessment graduation requirements, first effective with this year's graduating 12th grade class. Emergency commissioner rules to amend the assessment graduation requirements have been filed with the Texas Register and are effective immediately. The emergency commissioner's rules can be viewed at the following link:
[http://tea.texas.gov/About_TEA/Laws_and_Rules/Commissioner_Rules_\(TACY15_05_Emergency_and_Proposed_Amendment_to_19_TAC_%c2%a7101_3022/](http://tea.texas.gov/About_TEA/Laws_and_Rules/Commissioner_Rules_(TACY15_05_Emergency_and_Proposed_Amendment_to_19_TAC_%c2%a7101_3022/)

SB 149 has revised the state's assessment graduation requirements for students enrolled in the 11th or 12th grade for the 2014-2015, 2015-2016, or 2016-2017 school years. A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC). Under the legislation, a student may not graduate under an IGC if the student did not take each required EOC assessment or a commissioner-approved substitute assessment for each course for which there is an EOC assessment.

Regardless of any IGC action, a district must still provide a student an opportunity to retake an EOC if the student has not previously achieved satisfactory performance on an EOC or substitute assessment for that subject.

SB 149 also allows a student who did not pass the Algebra I and/or English II EOC assessment(s) a second time to use the Texas Success Initiative (TSI) assessment to meet the EOC requirement for the corresponding course. A student must receive a TSI score indicating readiness to enroll in entry-level freshman coursework.

Both the IGC and TSI provisions expire September 1, 2017.

The emergency rule action was filed on May 11, 2015, and will be effective for 120 days. In conjunction with the emergency amendment, an identical proposed rule item was filed for publication in the May 29, 2015 issue of the Texas Register. The proposed rule amendment is intended to replace the emergency amendment upon expiration. The proposed rule will include a 30-day public comment period and may be amended prior to adoption based on public

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To the Administrator Addressed letter

SB 149 - Individual Graduation Committees Frequently Asked Questions

- 1. Are all students eligible to receive an Individual Graduation Committee review?**
Only students who are classified in grade 11 or 12 during the 2014-15, 2015-16, or 2016-17 school years who have taken and have failed to achieve the end-of-course (EOC) assessment performance requirements for graduation for not more than two courses are eligible for Individual Graduation Committee (IGC) review [TEC, §28.025(b) and (j); 19 Tex. Admin. Code § 101.3022].
- 2. Are charter schools required to establish Individual Graduation Committees?**
Yes. An open-enrollment charter school is subject to the requirement to establish an individual graduation committee [TEC, §12.104(b-2)].
- 3. Are students who are no longer enrolled in school eligible to receive a diploma based on Individual Graduation Committee review?**
No. Only students who are classified in grade 11 or 12 during the 2014-15, 2015-16, or 2016-17 school years and who have taken and have failed to achieve with the EOC assessment performance requirements for graduation for not more than two courses are eligible for IGC review [TEC, §28.025(b) and (j); 19 Tex. Admin. Code § 101.3022].
- 4. Are students who are required to meet TAKS requirements instead of STAAR EOC requirements eligible to receive a diploma based on Individual Graduation Committee review?**
No. Eligibility under TEC, §28.025(a) is specific to students who have taken and have failed to achieve the EOC assessment performance requirements for graduation for not more than two courses. There is no reference to other exit-level assessments in the statute.
- 5. Are students who receive special education services eligible to receive an Individual Graduation Committee review?**
When a student receives special education services, the student's ARD committee determines whether the student is required to achieve satisfactory performance on the EOC assessments. If the ARD committee determines that a student is not required to achieve satisfactory performance on the EOC assessments, the student is considered to be in compliance with assessment requirements under TEC §39.025 and an IGC review would not be necessary.

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May 15, 2015

TEA Frequently Asked Questions



Qualified for IGC

High School Diploma Awarded on the Basis of Individual Graduation Committee Review

1. Applies only to an 11th and 12th grade students who have failed to comply with the **end of course assessment instrument** performance requirements for not more than two courses.
2. For each student to who this applies, the school district shall establish an **individual graduation committee** at the end of or after the student's 11th grade year to determine whether the student may qualify to graduate.
3. A student may not qualify to graduate under this section before the student's **12th grade year**.



Special Considerations

Eligible English Language Learners

- An ELL student who is exempt from passing English I is eligible for IGC review if the student attempts all other EOCs but fails to achieve a satisfactory score on one additional test.

3 Year Graduates

- A student may not qualify to graduate based on the IGC determination before the student's 12th grade year.
- A student must satisfactorily complete the credit requirements for graduation, must be classified as a 12th grade student, must have taken all required EOC assessments and must have been provided an opportunity to retake EOC assessments.

TAKS Graduates

- TAKS graduates are not eligible to receive a diploma under Senate Bill 149. It is specific to students who have taken and failed to achieve the EOC assessment performance requirements.

MHSP, RHSP or DAP Students

- To be eligible to graduate based on IGC determination, a student must successfully complete the credit requirements for the foundation high school program or as otherwise provided by the transition plan adopted by the commissioner.

Transfer Students

- A transfer student is eligible to graduate based on IGC determination, if the student has failed not more than two of the assessments the student has taken.



Special Considerations

Student Receiving Special Education Services

- The ARD decision makes the determination.
- IGC would not be necessary if the ARD determines that the student is not required to achieve satisfactory performance on the EOC assessments.

Students Receiving Special Education Services

- Students who satisfactorily complete credit requirements for graduation under the RHSP without modifications to content and the student achieved satisfactory performance on at least three EOC assessments, the student may be awarded a diploma.

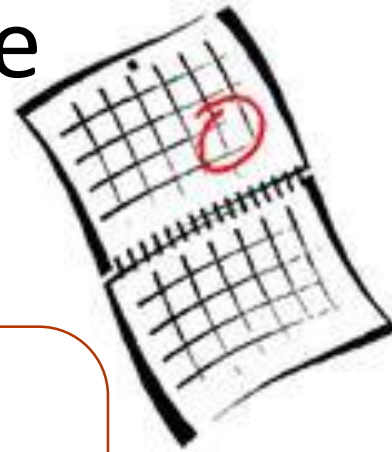
Students Receiving Special Education Services

- Students who satisfactorily complete the requirements for graduation under the FHSP as well as the additional credit requirements in mathematics, science, and elective courses with or without modified curriculum; satisfactorily completed the courses required for an endorsement without any modified curriculum and the student achieved satisfactory performance on at least three EOC assessments, the student may be awarded a FHSP program diploma.



Individual Graduation Committee Timeline

Proposed Commissioner Rules



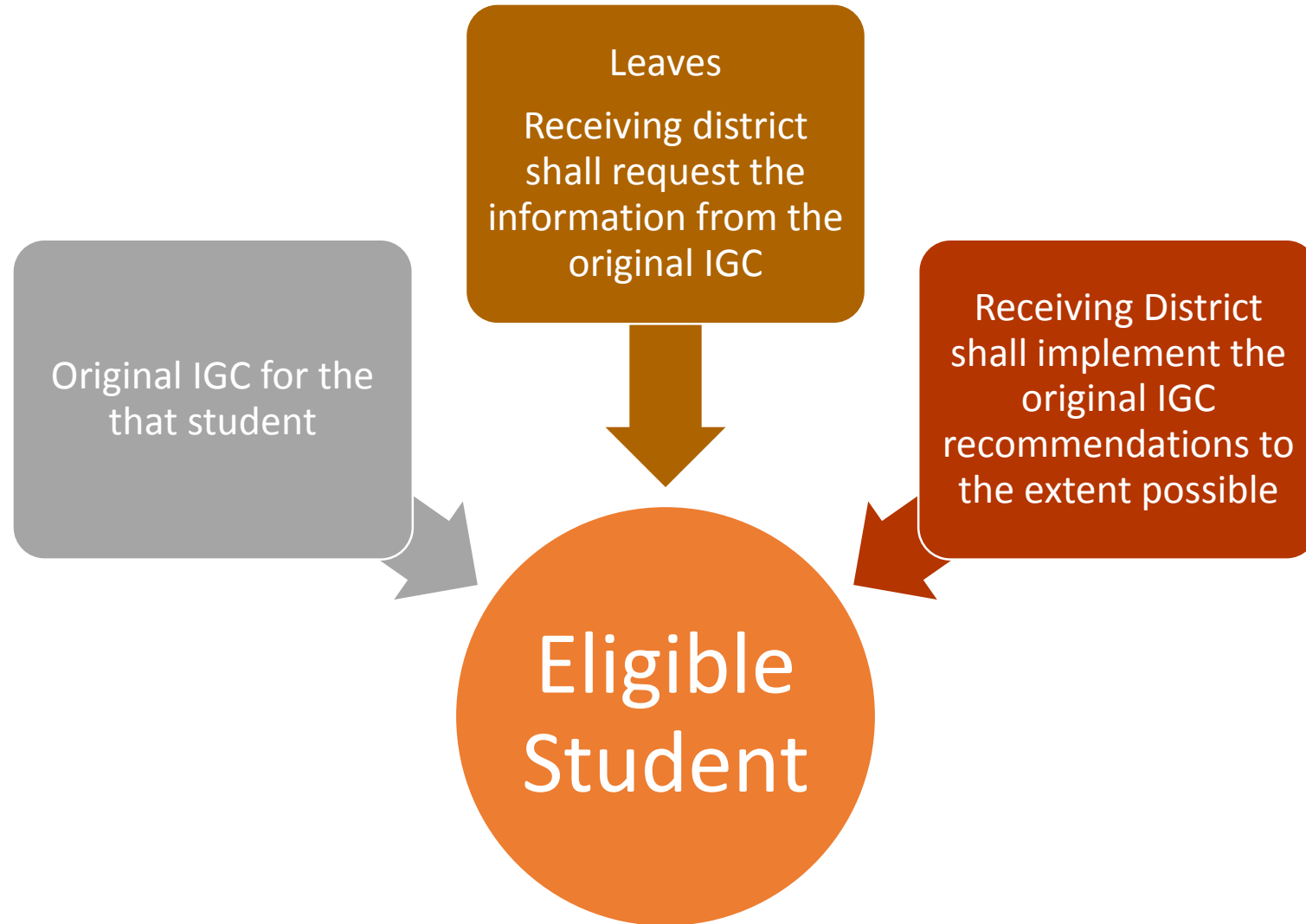
May not establish a IGC
after June 1st
or
before the start of the
next school year.

If the IGC makes a
decision to award a
diploma, it must be
before August 31 in the
year in which the
student meets the
requirements.



Individual Graduation Committee Established

Proposed Commissioner Rules



Academic Achievement Record

STATE OF TEXAS ACADEMIC ACHIEVEMENT RECORD

STUDENT INFORMATION

(Student Full Legal Name)

Student ID Number:

SSN/State ID Number:

Date of Birth:

Sex:

Ethnicity:

STATE ASSESSMENT REQUIREMENTS

English Language Arts

Mathematics

Science

Social Studies

END-OF-COURSE EXAMS

ENG I Reading (level)

ENG II Reading (level)

ENG III Reading (level)

ENG I Writing (level)

ENG II Writing (level)

ENG III Writing (level)

ALG I (level)

ALG II (level)

GEOM (level)

BIO (level)

CHEM (level)

PHYS (level)

W GEO (level)

W HIST (level)

US HIST (level)

Document the Level of
Performance and
Maintain Decision
Documentation



Resources

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Contacts

Division of Instructional, School Improvement, & College Readiness Support
Office of School Improvement, Accountability and Compliance

Belinda S. Gorena, Interim Administrator
956 984-6173
bgorena@esc1.net

Ruben Degollado, Specialist
956 984-6185
rdegollado@esc1.net

Benjamin Macias, Evaluation and Assessment Specialist
956 984-6234
bmacias@esc1.net

Brenda de la Garza, Specialist
956 984-6202
bdelagarza@esc1.net

