Texas Students are Counting on Us

Maintain the Integrity of our Accountability System

TEXAS ASSOCIATION OF BUSINESS

PRO-BUSINESS • PRO-TEXAS
FOR OVER 75 YEARS

Texas Students Are Counting on Us: Maintain the Integrity of our Accountability System

Why Business Cares
Texas businesses rely on a skilled workforce to grow their company and, as a result, grow the economy of our state. Unfortunately, our state's job creators are not finding an adequate skilled workforce, a sobering fact that will eventually drag down our now vibrant economy.

That's why Texas businesses care about quality, accountability and outcomes in education for our youngest students on through their successful graduation from high school prepared for college or careers.

Progress made; promises kept.
Since Texas first established an accountability system in 1993, we have made great strides to improve public education and ensure our schools produce graduates who are post-secondary ready for college or the workforce. The promise of an education system that delivers high-quality, measurable success and strong outcomes is within reach.

Among African American and Hispanic students academic gains are especially profound.

- In math, for example, minorities are three grade levels above where they were prior to the introduction of accountability.

- Hispanics are making gains at a significantly higher rate than their white student counterparts.

There's still much work to be done.
Texas students are counting on us, and they need state leadership, now more than ever.

The Texas workforce between the ages of 55-64 years old is at the top of global educational attainment levels. For the younger generation, it's a different story. Our state's workforce between the ages 25-34 years old is ranked 24th in the world for educational attainment. And, only 20 percent of Texas 8th graders go on to complete and receive any post secondary credential.

For those students who go on to post-secondary education, 51 percent who enter community college need remediation. We are not headed in the right direction.

Post-secondary readiness must remain the organizing principle of the Texas public education accountability system.

Core pillars of the current system are fundamentally sound.

- Texas must ensure teaching in high school clearly and rigorously reflects what our students need to know to succeed.

- The state must keep virtually the entire End of Course exam offerings that have been created to drive teaching and learning of the new state standards.

- Students between grades 3-8 and those in high school must be measured annually in order to preserve accountability and ensure they are learning to state standards while growing toward proficiency of those standards.

Focus on improvement, not abandonment.
The Texas Association of Business (TAB) wants to focus on improvement, not abandonment of our state's accountability system.

<u>We have developed a substantive and specific approach that finds common ground and offers flexibility while ensuring the integrity and effectiveness of our state's accountability system</u>
Key tenets of our plan are:

- We support giving districts flexibility on the use of End of Course exams in grading.
- We support a reasonable reduction in the number of EOCs required to pass in order to graduate and agree that the end of course exams for world geography and world history could be eliminated.
- We support the creation of an extended, three-year transition period for full implementation of EOCs in our schools.
- We support greater flexibility in courses that students may take recognizing the diverse and quality post-secondary paths a student may choose to take.
- We support an accountability system that removes the complexities that bedeviled educators while continuing to ensure ratings for schools, consequences for educators and schools, and options for parents.

TAB is deeply committed to the progress and promise of accountability, including the core pillars of reform set forth in 2009's HB-3. Our position today reflects one of sincere compromise and common ground. We strive to preserve the integrity, rigor and quality of a high school curriculum that maintains the integrity of postsecondary readiness as the organizing principle while also delivering strong accountability and better outcomes for students and the businesses that build a workforce.

I. FOUNDATION DIPLOMA

A. Core Course Requirements - 12 (3 Math, 4 English, 3 SS, 2 Science), equivalent to requirements under current Minimum Plan

B. Transition EOC Pass Requirements (for last year's, this year's, and next year's freshmen)

Math (1 of 3), Biology (or Chemistry or Physics, if taken), US History (1), and English R (2 of 3), and English W (1 of 3).

Foundation Diploma Phase-In 26 Credits Required		
Core Courses Required	**6 EOC Exam Passes: Exit-Requirement**	
3 Math	Algebra I, Geometry (Algebra II)	1 test
4 English	English R I, II, III English W I, II, II	2 of 3 tests 1 of 3 tests
3 Social Studies	US History	1 test
2 Science	Biology (Chemistry, Physics)	1 of 3 tests
12 Total		**6 Total**

C. Permanent EOC Pass Requirements (beginning with this year's 7th graders)

Math (2 of 3), Biology (or Chemistry or Physics, if taken), US History (1), English R (2 of 3), and English W (2 of 3).

Foundation Diploma Final 26 Credits Required		
Core Courses Required	**8 EOC Exam Passes: Exit-Requirement**	
3 Math	Algebra I, Geometry (Algebra II)	2 tests
4 English	English R I, II, III English W I, II, III	2 of 3 tests 2 of 3 test
3 Social Studies	US History	1 test
2 Science	Biology (Chemistry, Physics)	1 test
12 Total		**8 Total**

II. DIPLOMA WITH A STEM ENDORSEMENT

A. Core Course Requirements - 4X4, including current requirements of Recommended, with certain flexibility in the senior year as described below.

B. Transition EOC Pass Requirements (for last year's, this year's, and next year's freshmen)

Math (2 of 3), Science (2 of 3), US History (1), English R (2 of 3), and English W (1 of 3).

Foundation with STEM Endorsement Phase-In 26 Credits Required		
Core Courses Required	**8 EOC Exam Passes: Exit-Requirement**	
4 Math	Algebra I, Geometry, Algebra II	2 of 3 tests
4 English	English R I, II, III English W I, II, III	2 of 3 tests 1 of 3 tests
4 Social Studies	US History	1 test
4 Science	Biology, Chemistry, Physics	2 of 3 tests
16 Total		**8 Total**

C. Permanent EOC Pass Requirements (beginning with this year's 7th graders)

Math (3), Science (3), US History (1), English R (2 of 3), English W (1 of 3)

Foundation with STEM Endorsement Final 26 Credits Required		
Core Courses Required	**10 EOC Exam Passes: Exit-Requirement**	
4 Math	Algebra I, Geometry, Algebra II	3 tests
4 English	English R I, II, III English W I, II, III	2 of 3 tests 1 of 3 tests
4 Social Studies	US History	1 test
4 Science	Biology, Chemistry, Physics	3 tests
16 Total		**10 Total**

III. <u>DIPLOMA WITH A FINE ARTS AND HUMANITIES ENDORSEMENT</u>

A. Core Course Requirements - 4X4, including current requirements of Recommended, with certain flexibility in the senior year as described below

B. Transition EOC Pass Requirements (for last year's, this year's, and next year's freshmen)

Math (2 of 3), Science (1 of 3), US History (1), English R (2 of 3), English W (2 of 3)

Foundation with Fine Arts/Humanities Endorsement Phase-In 26 Credits Required		
Core Courses Required	**8 EOC Exam Passes: Exit-Requirement**	
4 Math	Algebra I, Geometry, Algebra II	2 of 3 tests
4 English	English R I, II, III English W I, II, III	2 of 3 tests 2 of 3 tests
4 Social Studies	US History	1 test
4 Science	Biology, Chemistry, Physics	1 of 3 tests
16 Total		**8 Total**

C. Permanent EOC Pass Requirements (beginning with this year's 7th graders)

Math (2 of 3), Science (1 of 3), US History (1), English R (3), English W (3)

Foundation with Fine Arts/Humanities Endorsement Final 26 Credits Required		
Core Courses Required	**10 EOC Exam Passes: Exit-Requirement**	
4 Math	Algebra I, Geometry, Algebra II	2 of 3 tests
4 English	English R I, II, III English W I, II, III	3 tests 3 tests
4 Social Studies	US History	1 test
4 Science	Biology, Chemistry, Physics	1 of 3 tests
16 Total		**10 Total**

IV. BUSINESS AND INDUSTRY ENDORSEMENT

A. Core Course Requirements - 4X4, but with flexibility to substitute four business-oriented courses such as Statistics, Business Math, and career-related Science courses for Algebra II and beyond and Physics and beyond, as well as some flexibility on non-Core requirements to create course taking opportunities to earn a certificate of value

B. Transition EOC Pass Requirements (for last year's, this year's, and next year's freshmen)

Math (1 of 3), Science (1 of 3), US History (1), English R (2 of 3), English W (1 of 3)

Foundation with Business & Industry Endorsement Phase-In 26 Credits Required		
Core Courses Required	**6 EOC Exam Passes: Exit-Requirement**	
4 Math	Algebra I, Geometry (Algebra II)	1 test
4 English	English R I, II, III English W I, II, II	2 of 3 tests 1 of 3 tests
4 Social Studies	US History	1 test
4 Science	Biology, Chemistry (Physics)	1 of 3 tests
	1 industrial certification	***1***
16 Total		**6 *(plus certificate)* Total**

C. Permanent EOC Pass Requirements (beginning with this year's 7th graders)

Math (2 of 3), Science (1 of 3), US History (1), English R (2 of 3), and English W (2 of 3).

Foundation with Business & Industry Endorsement Final 26 Credits Required		
Core Courses Required	**8 EOC Exam Passes, Plus Certificate: Exit-Requirement**	
4 Math	Algebra I, Geometry (Algebra II)	2 of 3
4 English	English R I, II, III English W I, II, III	2 of 3 2 of 3
4 Social Studies	US History	1
4 Science	Biology, Chemistry (Physics)	1 of 3
	1 industrial certification	***1***
16 Total		**8 *(plus certificate)* Total**

D. Earning a Certificate - Industry or PSS. The garnering of one or more approved, quality certificates that lead to further training, education, or straight to a career is a key feature of this endorsement

V. DISTINGUISHED DESIGNATION

A student on any of these multiple pathways can earn this designation by passing the Algebra II and English III EOCs at the Level III performance standards.

VI. GENERAL TERMS

A. A student graduating with a Foundation diploma (and/or with endorsement(s)) would be eligible to apply to any Texas institution of higher education. Acceptance decisions would be made by such institutions, and placement decisions would be governed by existing law. Performance at the post secondary readiness level on the English III and Algebra II exams would, as is provided in HB3, obviate the need for taking placement exams in Texas institutions of higher education in order to take credit-bearing courses.

B. A student seeking a STEM endorsement would have the flexibility to substitute approved, advanced math and science courses in their senior year for English and Social Studies courses. A student seeking a Fine Arts/Humanities endorsement would have the flexibility to substitute approved, advanced English and Fine Arts/Humanities courses in their senior year for math and science courses.

C. With the exception of world geography and world history, the EOCs prescribed in current law would be administered to all students enrolled in courses for which such exams apply. But passing requirements would be modified as specified above. The use of EOCs in grading would be determined by local district policy.

D. The current 3-8 testing prescribed in current law would continue to be administered, but school and district ratings would be determined fundamentally by the use of an index that eliminates the current policy of multiple trip wires. The index will contain reasonable safeguards to assure success of Texas' major student subgroups and be fairly reflective of the success (including student growth) of districts and schools.

E. We strongly support greater collaboration between the agency and district and school leadership as well as parents in the implementation of the new standards, assessments, and accountability policies. It is important that these new policies be in sync with the new statewide goals of readying our students for college or career. To that end, stake holders must understand the basis for suggested policies and practices and have the opportunity for real input into decision making. Further, key information relating to a successful implementation must be shared quickly and robustly so that educators can prepare adequately to teach effectively to the new standards.