



### **LSG Floor Report for Items Eligible— May 26, 2013**

#### **Bill Analysis and Evaluation of the Conference Committee Report for: House Bill 5**

Author: Rep. Aycock, et al.

Committee: Public Education

**Recommendation: Favorable**

Caption: Relating to public school accountability, assessment and curriculum requirements for high school graduation, and funding in support of certain curriculum authorized for graduation; providing a criminal penalty.

#### **Overview of HB 5:**

The Conference Committee report of HB 5 seeks to establish a better assessment and curricula method that promotes the unique needs of Texas students. Texas's public education accountability system has undergone numerous changes over the past 10 years. After review of these changes, the Legislature concluded that changes must be made to reform the structure, curriculum and testing system; focusing on the creation of an educational system that is high in rigor, quality, and accountability. HB 5 ensures that the educational system of this state is progressive, innovative and most importantly accountable to the improvement of the knowledge and readiness of Texas children.

The curriculum and accountability issues HB 5 addresses are statewide. Streamlining the public education system, especially high schools, will serve as a great advantage to students and the state as a whole. Overall the bill intends to limit excessive testing and creates opportunity for local district flexibility as well as the opportunity for students to take courses that prepare them for college and the workforce.

#### **Key Points of CCR of HB 5:**

- The CCR of HB 5 creates a foundation plan that consists of 22 credits, including: Four English courses, three Math courses, three Science courses, three Social Studies courses, two Foreign Language courses, one Fine Arts class, one physical education class and 5 electives.
- The bill allows for an endorsement plan that requires students to earn a total of 26 credits which includes: one additional math course, one additional science course and two additional endorsement electives. All students are required to select a Science, Technology Engineering and Mathematics (STEM), Business & Industry, Public Service, Arts and Humanities or Multi-disciplinary studies endorsement but may choose to opt out of completing an endorsement after the 10th grade and with the consent of a parent or guardian.
- The bill establishes the distinguished level program and ensures a highly proficient level of performance for students. Students must complete the requirements of the foundation program, obtain an endorsement and earn an Algebra II credit in order to earn a distinguished level degree.
- The bill allows students completing the distinguished level to be eligible for college admission under the Top 10% automatic admissions provision. It is important to note that the foundation plan does not qualify students for automatic admission under the Top 10% law. All students should have the opportunity to attend an institution under the top 10% law and not just those who have entered into the distinguished level curriculum. The top 10% law was developed to increase racial and geographic diversity among Texas state universities as well as improve GPA rates and 4-year graduation rates. The protection and preservation of the purpose and efficacy of the law should be upheld.
- HB 5 will decrease the EOC assessment from 15 to five and eliminate the requirement of the EOC scores counting towards 15% of the grade which will provide students the opportunity to focus more on coursework instead of excessive testing measures that have detrimentally impacted students' ability to graduate. Further the bill will allow students to meet assessment standards by passing English I and II, Algebra I, US History and Biology.
- The bill enhances transparency by requiring all state assessment exams be released for public review. The bill also allows school districts the ability to conduct English III and Algebra II assessments for diagnostic purposes only.
- The bill requires the TEA Commissioner to create an evaluation that looks at a minimum of three indicators used in conjunction with the STARR score and dropout rate indicators. The provisions of more indicators when evaluating academic performance allows TEA to examine assess and potentially correct a multitude of achievement and deficits that impact a schools rating.

#### **Favorable**

Evaluated by: Nena Chima

512-763-0031

Nena@texaslsg.org