



**HB5 Strategic
Planning
Guiding Questions**

A guide to addressing all the considerations for implementing the HB5 graduation plan beginning with the 2014-15 school year

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Master Scheduling Considerations

CAPACITY CHECK	STUDENT NEEDS
Have you identified all of your teachers' certifications to see what courses they can offer?	How many students from the 2015, 2016 and 2017 classes will switch to the Foundation Plan?
What courses are needed for the freshmen class requirements?	What Endorsement possibilities are there for those who switch?
What are your coherent sequences for: <ul style="list-style-type: none"> • Core subject areas • Fine arts • CTE 	What course decisions were made by ARD Committees that require specific settings be made available?
What staffing do you need to maintain the MHSP/RHSP/DAP for your 2015, 2016 and 2017 students?	What decisions were made by the LPAC that will affect instructional delivery and specific teacher assignments?
Do you have newly required courses offered: Computer Science I, Advanced English besides English IV and College Readiness courses?	How do students who need to repeat a course affect the class sizes?
How many AP and Dual credit courses are available to students?	What advanced coursework (i.e. AP, Dual Credit, advanced CTE) are students interested in pursuing?
Do you have the courses available to fulfill a Multidisciplinary Endorsement?	What Endorsements are you students interested in that do not currently exist?

Testing Decisions

Remember these guidelines for End of Course (EOC) testing:

- A. There are only 5 End of Course exams for a Texas public school diploma:
 - 1. Algebra I
 - 2. English I
 - 3. English II
 - 4. Biology
 - 5. US History
- B. Students test when they have completed the coursework.
- C. The grade level of the student does not dictate when they test, the test is attached to the course.
- D. Students who receive credit (as awarded during transcript review by counselor) for an EOC course outside Texas public schools do not have to take the EOC for a diploma. These settings include:
 - a. Out of state
 - b. Out of country
 - c. Homeschool
 - d. Private school

What grade level will each of your testing courses be connected to?

Algebra I - _____
English I - _____
English II - _____
Biology - _____
US History - _____

What students need to retest? What is your tracking method for this?

What remediation is being offered to re-testers?

How do you document on the cumulative folder (and within counselor's documentation) reasons why a student might not have a score or a passing score? (See D on side.)

Have you determined what time of the year you will administer the two benchmarks allowed?

Special Populations

Special Education students	English Language Learners
Has the faculty been trained on what accommodations are available for testing and how these can be used regularly in the classroom?	Has the faculty been trained on the purpose and structures of STAAR L?
What decision (if any) needs to be made in regards to LOTE (Foreign Language) requirement?	What decision (if any) needs to be made in regards to LOTE (Foreign Language) requirement?
What is the protocol for examining a student's need to retest for an EOC?	Do teachers understand the relationship between TELPAS and the LEP Progress Measure?
How will ARDCs know what all the possible choices within each Endorsement are available for a student?	How is data from the English I and TELPAS exams used to support English language improvement?
Have any students in the 2015, 2016 and 2017 cohorts moved to a Foundation diploma plan?	What specific support will exist to help these students be successful on the speech requirement?

Career and Technology Considerations

When planning for Endorsement offerings, CTE course selections need careful consideration.

Consider:

- Does the “coherent sequence” for the Endorsement path in your district vary or remain the same as the CTE coherent sequence? Why or why not?
- How do your choices affect funding?
- What certifications do your CTE teachers have or need to fulfill your Endorsement paths?
- What courses do you offer that can be a part of multiple Endorsement pathways?
- Where would you like to expand your offerings for Endorsement and Performance Acknowledgement purposes?
- What career/business opportunities are in your area? (These should be the basis for Endorsement building.)
- Do your CTE teachers teach the “speech” component within their TEKS?
- What organizations are available in your area to help you consider what CTE programs would best serve your students?
- What partnerships with business and higher education will you need to create the Career and College Readiness course (capstone/internship style course)?

Resources:

Look at the webpage www.esc12.net/hb5 for tools to help you make these decisions including:

- Capacity Tool (*Graduation tab*)
- CTE course matrix (*Graduation tab*)
- Assignment of school personnel document (*Reporting tab*)
- HB5 basics presentation (*Graduation tab*)
- CO22 table for course codes (*Reporting tab*)

Logistics Checklist

Have you...

- completed course requests with all students under both diploma plans?
- created a new counselor record keeping document to track student's path towards diploma? (*Remember TEA will be creating a document for the change to a Foundation only diploma if a student chooses this after their sophomore year.*)
- created a document for next year's freshmen for them to declare an Endorsement?
- developed a plan for how the speech requirement will be fulfilled?
- determined possible ways for helping students obtain Performance Acknowledgements on exams?
- determined your district criteria for "College Readiness"?
- conducted a parent meeting with the 8th grade students' parents (Either as a group or individually.) and obtained parent signature?
- trained faculty on what must be taken into consideration when making decisions for 504, Special Education and English Language Learner students?
- informed faculty of the course pathways for achieving Endorsements?
- contacted an institute of higher education to collaborate on the creation of the college readiness courses?
- considered how Endorsements, Distinguished, and Performance Acknowledgements will be documented on your districts' transcripts and diplomas? (*Remember TEA is creating a protocol for the Academic Achievement Record documentation.*)
- discussed how two types of diplomas will compare in class ranking?