Curriculum Update

JESSICA SNYDER
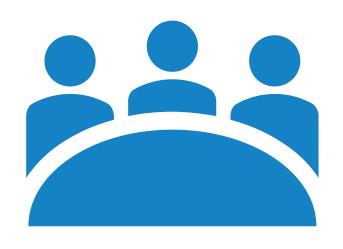## CURRICULUM STANDARDS AND STUDENT SUPPORT DIVISION

Foundation High School Program

Foundation High School Program

Proposed 2019-2020 changes to graduation requirements

The SBOE will consider revisions to the Foundation High School Program for second reading and final adoption authorization at the April 2019 SBOE meeting.

Foundation High School Program

Proposed 2019-2020 changes to graduation requirements

- Addition of two currently approved innovative courses, IB Film Standard Level and IB Film Higher Level, to the list of courses that may satisfy the fine arts requirement

- Addition of a new cybersecurity pathway for the science, technology, engineering, and mathematics (STEM) endorsement

Cybersecurity TEKS

Cybersecurity Courses

- The 85th Texas Legislature, Regular Session, 2017, passed House Bill (HB) 3593, requiring that the SBOE approve courses in cybersecurity for high school credit.

- The legislation also required the SBOE to adopt or select five technology applications courses to be included in a cybersecurity pathway for the STEM endorsement.

Cybersecurity TEKS

At the January/February 2019 meeting, the SBOE gave preliminary approval to the following.

- Two proposed new technology applications courses in cybersecurity:
  - Foundations of Cybersecurity
  - Cybersecurity Capstone
- Pathway reflected in proposed new cybersecurity option under the STEM endorsement

Cybersecurity Courses

- A To the Administrator Addressed (TAA) letter was posted on January 17, 2019 notifying school districts about technology applications courses eligible for career and technical education (CTE) weighted funding under HB 3593 <u>for the 2018-2019 school year</u>.

- The cybersecurity technology applications courses approved by the SBOE for the cybersecurity pathway will be the technology applications courses eligible for CTE weighted funding <u>beginning with the 2019-2020 school year</u>.

Cybersecurity Courses

2018-2019 Technology Applications Courses Eligible for CTE Funding

- Fundamentals of Computer Science

- Computer Science I

- AP Computer Science Principles

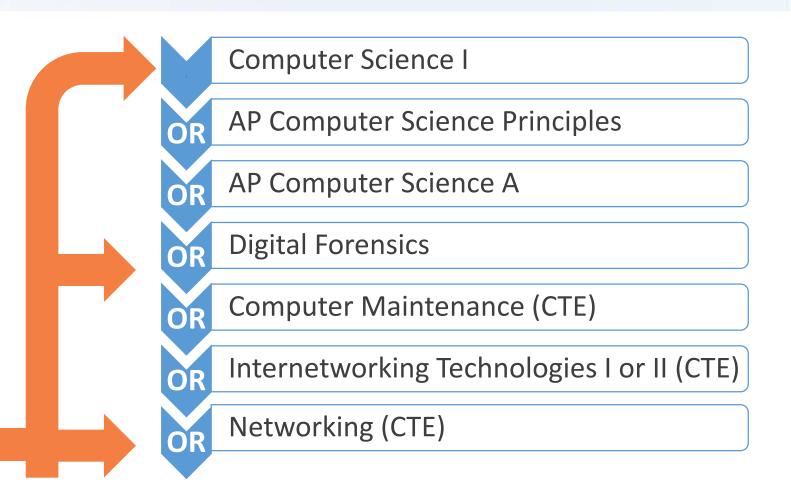## 2019-2020 Proposed Cybersecurity Technology Applications Courses for the STEM Endorsement*

- Foundations of Cybersecurity*

- Computer Science I

- AP Computer Science Principles

- AP Computer Science A*

- Cybersecurity Capstone*

Pending SBOE approval

STEM Endorsement: Cybersecurity Pathway

*A coherent sequence of four courses in cybersecurity to consist of

- **Foundations in Cybersecurity**;
- **Cybersecurity Capstone**; and
- **two additional courses** to be selected from the following courses:

Computer Science I

OR AP Computer Science Principles

OR AP Computer Science A

OR Digital Forensics

OR Computer Maintenance (CTE)

OR Internetworking Technologies I or II (CTE)

OR Networking (CTE)

*Approved for first reading and filing authorization at the January/February 2019 SBOE meeting

Cybersecurity TEKS Adoption and Amendments to Endorsements

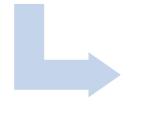**Approved for first reading and filing authorization**

January/February SBOE
(Jan 28 – Feb 1, 2019)

Public comment period opens

Mid-February 2019 through
March 29, 2019*

Second reading and final adoption

April SBOE
(April 2 – 5, 2019)

Effective beginning with the 2019-2020 school year

* Opportunity for public input on proposed changes

Dual language immersion

Dual Language Immersion Program

- A student may satisfy one credit of the two LOTE credits required for graduation by successfully completing a dual language immersion program in elementary school.

- The award of credit must be clearly indicated on the student's transcript using the appropriate high school course service ID.

- To successfully complete a dual language immersion program, a student must satisfy the criteria adopted by the SBOE in 19 TAC §74.12(b)(5)(F)(i).
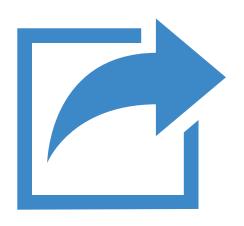
Dual Language Immersion Program

To successfully complete **a dual language immersion program**, a student must

1. have participated in a dual language immersion program for at least five consecutive school years;

2. achieve meets or masters grade level on the STAAR® in English or Spanish, as applicable; and

3. achieve scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both English and the language other than English.

Dual Language Immersion Program

Dual language immersion program data elements for the student record have been created to enable LEAs to capture information needed to determine whether a student has successfully completed a dual language immersion program.

Dual Language Immersion Program

Dual Language Immersion Program Data Elements

- In which number in a series of school years (first-fifth) a student is participating in a dual language immersion program

- The school year in which a student participates in a particular number in the series of school years in the program (1st- 2018-2019);

- The language other than English that the student studied

Dual Language Immersion Program

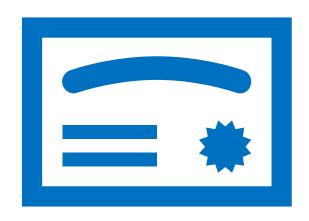## Dual Language Immersion Program Data Elements

- The student's proficiency in both languages as demonstrated by performance on language proficiency or achievement tests

- Completion of the requirements outlined in 19 TAC §74.12(b)(5)(F) to successfully complete a dual language immersion program

Alternate Graduation Requirements for Students Entering Grade 9 prior to 2011-2012

Alternative graduation requirements for students who entered grade 9 prior to 2011-2012
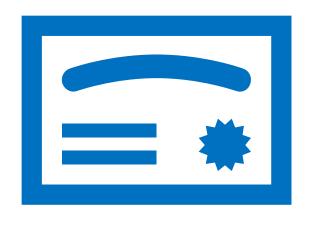
Alternative graduation requirements for students who first entered ninth grade **prior to 2011-2012** were adopted to be effective May 3, 2018.

19 TAC Chapter 74, Subchapter BB, §74.1027

Alternative graduation requirements for students who entered grade 9 prior to 2011-2012
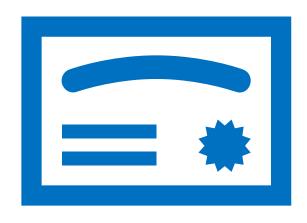
This option applies only to individuals who successfully completed curriculum requirements for high school graduation, but who

- have not performed satisfactorily on an assessment instrument or part of an assessment instrument required for graduation, and

- have been administered the assessment instrument or part of the assessment instrument **at least three times**, including an alternate assessment instrument.

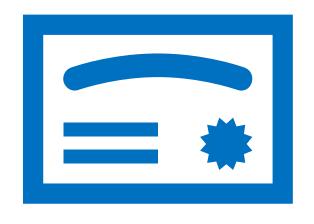# Alternative graduation requirements for students who entered grade 9 prior to 2011-2012

An individual must be permitted to qualify to graduate and receive a high school diploma if the individual meets **one** of the following:

1. Met the performance standard on an alternate assessment
2. Performed satisfactorily on the applicable subject-area test of a state-approved high school equivalency examination
3. Provided evidence of an industry-recognized postsecondary license or certification in accordance with §74.1003
4. Provided evidence of current active duty service in the armed forces or a DD Form 214 indicating honorable or general discharge from the armed forces
5. Successfully completed college-level coursework and earned college credit.

Alternative graduation requirements for students who entered grade 9 prior to 2011-2012

- The school district or open-enrollment charter school shall maintain documentation to support the decision to award or not award an individual a high school diploma.

- All graduates, including students who met alternative graduation requirements under 19 TAC §74.1027, are reported as graduates in Submission 1.

Questions?

Thank you!

Curriculum Standards and Student Support Division