Chapter 7
Plan for Implementation of State of Texas Assessments of Academic Readiness (STAAR) Assessment Graduation Requirements

State legislation phases out the current high school Texas Assessment of Knowledge and Skills (TAKS) assessments (grade 9 through exit level) and replaces them with end-of-course (EOC) assessments beginning in the 2011–2012 school year. Students first enrolled in grade 9 or below in the 2011–2012 school year will be required to take the STAAR EOC assessments as part of their graduation requirement and will no longer take high school TAKS. The chart below illustrates the plan for the phase-out of high school TAKS and the phase-in of STAAR EOC assessments.

Phase-Out TAKS and Phase-In STAAR EOC

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
Grade 9	TAKS	TAKS	STAAR EOC	STAAR EOC	STAAR EOC	STAAR EOC
Grade 10	TAKS	TAKS	TAKS	STAAR EOC	STAAR EOC	STAAR EOC
Grade 11	TAKS	TAKS	TAKS	TAKS	STAAR EOC	STAAR EOC
Grade 12	TAKS*	TAKS*	TAKS*	TAKS*	TAKS*	STAAR EOC or TAKS*

*Out-of-school testers and 12th grade re-testers

With the passage of House Bill (HB) 3, the relationship between high school courses, STAAR EOC assessments, and performance on those assessments is now linked to a student's graduation program. This section provides information regarding the phase-out of high school TAKS as the assessment graduation requirement and about the relationship between the courses, the assessments, and graduation programs.

STAAR Graduation Requirements

The following provisions have been mandated by current state legislation.

- In order to graduate, a student must achieve a cumulative score that is at least equal to the product of the number of STAAR EOC assessments taken in each foundation content area (English language arts, mathematics, science, and social studies) and a scale score that indicates satisfactory performance.
- A student must achieve a minimum score, as determined by the commissioner of education, for the score to count toward the student's cumulative score. If a student does not achieve the minimum score, the student must retake the assessment.
- For students on the Minimum High School Program (MHSP), the cumulative score requirement is based on the number of courses taken for which a STAAR EOC assessment exists.
- For the Recommended High School Program (RHSP), students must meet the satisfactory performance standard on the Algebra II and English III assessments in addition to the cumulative score requirement.

- For the Distinguished Achievement Program (DAP), students must meet the college readiness performance standard on the Algebra II and English III assessments in addition to the cumulative score requirement.
- The commissioner of education will determine a method by which a student's satisfactory performance on an advanced placement, international baccalaureate, SAT subject test, or other test equal in rigor to a STAAR EOC test may be used to meet the cumulative score requirement.
- The commissioner of education may determine a method by which a student's satisfactory performance on a PSAT or preliminary ACT (PLAN) may be used to meet the cumulative score requirement.
- The commissioner of education and the commissioner of higher education will study the feasibility of allowing students to satisfy STAAR EOC requirements by completing a dual credit course through an institution of higher education.

Graduation Programs and Assessment Requirements

With the implementation of the STAAR EOC program, assessment requirements for graduation have changed. Students in the current TAKS program are required to meet the passing standard on the four TAKS exit level assessments (English language arts, mathematics, science, and social studies). With the new STAAR program, students will be required to meet the passing standard (or at least make the minimum score) on eight to twelve STAAR EOC assessments (English I, II, III, Algebra I, geometry, Algebra II, biology, chemistry, physics, world geography, world history, and U.S. history) depending on their graduation program. However, scoring only at the minimum level on all the STAAR EOC assessments will not meet the cumulative score requirement. This is a significant increase in the number of assessments on which students must perform at a high level compared to the current TAKS exit level assessments for graduation (four assessments). Results from the spring 2010 EOC administrations are included on the following pages.

How Are We Doing?

		50% Passing Rate	60% Passing Rate	70% Passing Rate	80% Passing Rate	90% Passing Rate
2010 Algebra I	Number Tested	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
ALL STUDENTS	101887	72%	60%	45%	28%	12%
AFRICAN-AMERICAN	12527	57%	43%	28%	15%	5%
HISPANIC	44220	64%	50%	35%	20%	7%
WHITE	37028	84%	73%	59%	39%	17%
ECONOMICALLY DISADVANTAGED	49981	62%	47%	33%	18%	6%
2010 Biology		Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
ALL STUDENTS	152247	63%	47%	32%	15%	4%
AFRICAN-AMERICAN	19850	50%	32%	19%	7%	1%
HISPANIC	66796	53%	35%	21%	8%	2%
WHITE	56760	79%	64%	48%	25%	8%
ECONOMICALLY DISADVANTAGED	77135	52%	33%	20%	7%	1%
2010 Chemistry		Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
ALL STUDENTS	129070	40%	25%	13%	6%	1%
AFRICAN-AMERICAN	17781	29%	15%	6%	2%	0%
HISPANIC	54397	29%	15%	7%	2%	0%
WHITE	48253	54%	36%	21%	9%	2%
ECONOMICALLY DISADVANTAGED	59611	28%	15%	6%	2%	0%
2010 Geometry		Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
ALL STUDENTS	137617	50%	35%	23%	11%	4%
AFRICAN-AMERICAN	18291	33%	18%	10%	4%	1%
HISPANIC	59394	41%	25%	15%	6%	2%
WHITE	51363	65%	48%	34%	17%	6%
ECONOMICALLY DISADVANTAGED	66808	39%	23%	13%	5%	1%
2010 Physics		Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
ALL STUDENTS	25241	67%	48%	29%	13%	3%
AFRICAN-AMERICAN	2472	45%	26%	12%	4%	0%
HISPANIC	7728	54%	34%	17%	6%	1%
WHITE	12728	78%	60%	39%	18%	4%
ECONOMICALLY DISADVANTAGED	8135	51%	31%	15%	5%	1%
2010 U.S. History		Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard
ALL STUDENTS	37349	57%	40%	25%	11%	2%
AFRICAN-AMERICAN	5380	43%	28%	14%	4%	1%
HISPANIC	16144	47%	30%	16%	6%	1%
WHITE	13282	72%	56%	38%	19%	4%
ECONOMICALLY DISADVANTAGED	17660	45%	28%	14%	5%	1%

2010 World Geography	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	Percent Meeting Standard	
ALL STUDENTS	89314	55%	41%	27%	15%	4%
AFRICAN-AMERICAN	11564	39%	25%	14%	6%	1%
HISPANIC	40581	44%	29%	17%	7%	1%
WHITE	31513	72%	60%	44%	26%	8%
ECONOMICALLY DISADVANTAGED	45741	41%	26%	14%	6%	1%

Because performance standards have not yet been set on the EOC assessments (with the exception of Algebra I, and its current performance standard will be changed when standards are established for STAAR), the data are provided to indicate how many of the students who participated in the voluntary administrations in spring 2010 would have passed if the performance standards had been set at particular points. For example, in the chart above, it can be seen that 50 percent of the 137,617 students who took the geometry assessment would have passed if the satisfactory cut had been set at 50 percent of the items correct, while only 23 percent of the students would have passed if the standard had been set at 70 percent of the items correct. The 80 percent and 90 percent cut point information is provided to give an indication of how students would have performed at the higher cut on the assessments.

When reviewing the 2010 EOC assessment data, it is important to remember that these versions of the assessments did not reflect all the criteria under which the STAAR assessments will be developed. Per legislative mandates, the 2012 STAAR EOC assessments will begin assessing college and career readiness on English III and Algebra II, and new readiness and supporting content standards in all STAAR EOC assessments have been identified to make assessments clearer and more focused. These changes are designed to assist the state to reach its goal of becoming more competitive nationally and internationally. While the new STAAR EOC assessments will still assess the state's content standards in the same subjects as the 2010 EOC, the new assessments will contain more items and will be more rigorous in order to prepare students for postsecondary success. For further information regarding the new test design for the STAAR EOC assessments, see Chapter 2.

With STAAR the student's graduation program determines which assessments the student will take and how well the student must perform on those assessments in order to graduate. See the student scenarios outlined later in this chapter that illustrate this relationship. Information regarding the different plans follows.

Minimum High School Program

Students under the minimum graduation program must take a STAAR EOC assessment only for courses in which they are enrolled and for which there is a STAAR EOC assessment available. However, if students take courses that are not part of the minimum plan requirements (e.g., Algebra II), they must take the assessment and the results will count toward the students' cumulative score. This could have the

unintended consequence of discouraging students from taking higher-level courses that are not required under the minimum plan.

Because the number of courses a student takes in any one content area can vary, the cumulative score requirement will vary by student and by content area. It is possible that some students graduating on the minimum plan will need to perform satisfactorily on as few as 8 EOC assessments. For example, students on the minimum plan are required to take English I, II, and III; therefore, their cumulative score for English will be based on those three assessments. In contrast, most students on the minimum plan will take biology and integrated physics and chemistry; in this case, their cumulative score for science will be based on only the biology STAAR EOC assessment.

Students Receiving Special Education Services on the Minimum Plan

In addition, other students served by special education graduating under the minimum plan will take STAAR Modified or STAAR Alternate assessments. This is the same policy currently in place for those students taking TAKS–M or TAKS–Alt. These students automatically default to the minimum requirements as determined by each student's ARD committee. Note that not all students receiving special education services are on the minimum plan, and conversely, not all students on the minimum plan are receiving special education services. It is also possible that a student receiving special education services is on the minimum plan but not taking STAAR Modified or STAAR Alternate assessments.

Since a cumulative score requirement is not planned for the STAAR Modified and STAAR Alternate programs, the cumulative score requirement would apply only if a student receiving special education services takes a general assessment rather than a modified or alternate assessment. The cumulative score requirement will not necessarily need to be met if the ARD committee determines otherwise. For more information regarding the EOC assessment requirements for the STAAR Modified and STAAR Alternate programs, see Chapter 4.

Recommended High School Program (RHSP)

Students under the RHSP must take all twelve STAAR EOC assessments and meet the cumulative score requirement in each of the four foundation content areas. In addition, these students must achieve satisfactory performance on the STAAR EOC assessments in Algebra II and English III in order to receive a diploma under the RHSP. See the student scenarios outlined later in this chapter.

Distinguished Achievement Program (DAP)

Students under the DAP must take all twelve STAAR EOC assessments and meet the cumulative score requirement in each of the four foundation content areas. In addition, these students must meet the college readiness performance standard on the STAAR EOC assessments in Algebra II and English III in order to receive a diploma under the distinguished achievement plan.

The two charts that follow provide more information to regarding the graduation programs and outline the differences between the plans

Graduation Requirements Beginning with Freshman in 2011–2012 (MHSP versus RHSP)

Discipline	Minimum HSP	Recommended HSP
English Language Arts ♦	Four credits: • English I, II, and III • English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. • The fourth credit of English may be selected from any of the following: English IV Research/Technical Writing Creative/Imaginative Writing Practical Writing Skills Literary Genres Business English (CTE) Journalism AP English Language Composition AP English Literature and Composition	Four credits: • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.
Mathematics ♦	Three credits: • Algebra I • Geometry • The third credit may be selected from any of the following: Algebra II Precalculus Mathematical Models with Applications Independent Study in Mathematics AP Statistics AP Calculus AB AP Calculus BC AP Computer Science IB Mathematical Studies Standard Level IB Mathematics Standard Level IB Mathematics Higher Level IB Further Mathematics Standard Level Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) Engineering Mathematics (CTE) Statistics and Risk Management (CTE)	Four credits: • Algebra I • Geometry • Algebra II • The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II: Mathematical Models with Applications Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II: Precalculus Independent Study in Mathematics AP Statistics AP Calculus AB AP Calculus BC AP Computer Science IB Mathematical Studies Standard Level IB Mathematics Standard Level IB Mathematics Higher Level IB Further Mathematics Standard Level Engineering Mathematics (CTE) Statistics and Risk Management (CTE)
Science ♦	Two credits: • Biology • Integrated Physics and Chemistry May substitute Chemistry or Physics for IPC but must use the other as academic elective credit	Four credits: • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, Principles of Technology, AP Physics, or IB Physics

		• The additional credit may be IPC and must be successfully completed prior to chemistry and physics. • The fourth credit may be selected from any of the following: Aquatic Science Astronomy Earth and Space Science Environmental Systems AP Biology AP Chemistry AP Physics B AP Physics C AP Environmental Science IB Biology IB Chemistry IB Physics IB Environmental Systems Scientific Research and Design (CTE) Anatomy and Physiology (CTE) Engineering Design and Problem Solving (CTE) Medical Microbiology (CTE) Pathophysiology (CTE) Advanced Animal Science (CTE) Advanced Biotechnology (CTE) Advanced Plant and Soil Science (CTE) Food Science (CTE) Forensic Science (CTE)
Social Studies ♦	Two and one-half credits: • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit) • The final credit may be selected from the following: World History Studies (one credit) World Geography Studies (one credit)	Three and one-half credits: • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit)
Economics with emphasis on the free enterprise system and its benefits ♦	One-half credit	One-half credit
Academic Elective	One credit from any of the following: • World History Studies • World Geography Studies • Any science course approved by SBOE (If substituting Chemistry or Physics for IPC, must use the other as academic elective credit here.)	None
Languages Other Than English ♦	None	Two credits: The credits must consist of any two levels in the same language.
Physical Education	One credit: • The required credit may be from any combination of the following one-half to one credit courses: Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through	One credit: • The required credit may be from any combination of the following one-half to one credit courses: Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports • In accordance with local district

	participation in the following activities: Athletics JROTC Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: Drill Team Marching Band Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.	policy, credit for any of the courses listed above may be earned through participation in the following activities: Athletics JROTC Appropriate Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: Drill Team Marching Band Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.
Health Education	None	None
Speech	One-half credit from either of the following: • Communication Applications • Professional Communications (CTE)	One-half credit from either of the following: • Communication Applications • Professional Communications (CTE)
Technology Applications ♦	None	None
Fine Arts ♦	One credit from any of the following: • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV; • Principles and Elements of Floral Design (CTE)	One credit from any of the following: • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)
Elective Courses ♦	Six and one-half credits from any of the following: • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)	Five and one-half credits from any of the following: • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)
Total Credits	22	26
State Assessment Performance	Must meet cumulative score requirements	Must meet cumulative score requirements Must achieve Level II on Algebra II and English III

Graduation Requirements Beginning with Freshman in 2011–2012 (RHSP versus DAP)

Discipline	Recommended HSP	Distinguished Achievement Program
English Language Arts ♦	Four credits: • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.	Four credits: • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.
Mathematics ♦	Four credits: • Algebra I • Geometry • Algebra II • The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II: ▪ Mathematical Models with Applications ▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) • The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II: ▪ Precalculus ▪ Independent Study in Mathematics ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE)	Four credits: • Algebra I • Geometry • Algebra II • The fourth credit may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry: ▪ Precalculus ▪ Independent Study in Mathematics ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE)
Science ♦	Four credits: • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, Principles of Technology, AP Physics, or IB Physics • The additional credit may be IPC and must be successfully completed prior to chemistry and physics. • The fourth credit may be selected from any of the following: ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry	Four credits: • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, AP Physics, or IB Physics • After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following: ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems

	▪ IB Physics ▪ IB Environmental Systems ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE)	▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE)
Social Studies ♦	Three and one-half credits: • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit)	Three and one-half credits: • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit)
Economics with emphasis on the free enterprise system and its benefits ♦	One-half credit	One-half credit
Academic Elective	None	None
Languages Other Than English ♦	Two credits: The credits must consist of any two levels in the same language.	Three credits: The credits must consist of any three levels in the same language.
Physical Education	One credit: • The required credit may be from any combination of the following one-half to one credit courses: ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: ▪ Athletics ▪ JROTC Appropriate ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.	One credit: • The required credit may be from any combination of the following one-half to one credit courses: ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: ▪ Athletics ▪ JROTC Appropriate ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.
Health Education	None	None

Speech	One-half credit from either of the following: • Communication Applications • Professional Communications (CTE)	One-half credit from either of the following: • Communication Applications • Professional Communications (CTE)
Technology Applications ♦	None	None
Fine Arts ♦	One credit from any of the following: • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)	One credit from any of the following: • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)
Elective Courses ♦	Five and one-half credits from any of the following: • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)	Four and one-half credits from any of the following: • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)
Total Credits	26	26
Advanced Measures	None	A student also must achieve any combination of four of the following advanced measures: • Original research/projects may not be used for more than two of the four advanced measures. • The measures must focus on demonstrated student performance at the college or professional level. • Student performance on advanced measures must be assessed through an external review process. • The student may choose from the following options: ▪ Original research/project that is: o Judged by a panel of professionals in the field that is the focus of the project; or o Conducted under the direction of mentor(s) and reported to an appropriate audience; and o Related to the required curriculum set forth in §74.1 (relating to Essential Knowledge and Skills); ▪ Test data where a student receives: o A score of three or above on the College Board advanced placement examination; o A score of four or above on an International Baccalaureate examination; or o A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar of higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit

		Scholarship Corporation. The PSAT/NMSQT score shall count as only one advanced measure regardless of the number of honors received by the student; or ▪ College academic courses, including those taken for dual credit, and advanced technical credit courses, including locally articulated courses, with a grade of 3.0 or higher.
State Assessment Performance	Must meet cumulative score requirements Must achieve Level II on Algebra II and English III	Must meet cumulative score requirements Must achieve Level III on Algebra II and English III

♦ College Board advanced placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

In addition to the graduation programs provided on the previous pages, example scenarios of students' testing requirements in relation to graduation programs and graduation course requirements are provided. These scenarios demonstrate how performance on the assessments can impact a student's graduation program. A student must meet the cumulative score requirement for each foundation content area as part of his or her graduation assessment requirement.

In the scenarios below, a student performing at Level I is not passing the assessment, Level II indicates passing performance, and Level III is the highest level of performance. For example, the student Stephen on the chart met all curricular requirements to graduate under the distinguished achievement program. He achieved at least Level II (passing) on all twelve EOC assessments, including Algebra II and English III, and therefore met the cumulative score requirement for each foundation content area. Stephen achieved Level III (college-readiness performance standard) on the English III assessment but not on the Algebra II assessment. Therefore he was not able to graduate under the distinguished achievement program, and instead is now eligible to graduate under the recommended high school program. , However, it would have been possible for Stephen to retest to achieve Level III on Algebra II.

Example Test Results for Students on the Recommended High School Program

Mary	Math	English	Science	Social Studies	*Graduated?
	Algebra I Level II	English I Level I (Minimum)	Biology Level I (Minimum)	World Geography Level I (Minimum)	No Did not meet cumulative score requirement for science
	Geometry Level I (Minimum)	English II Level I (Minimum)	Chemistry Level I (Minimum)	World History Level I (Minimum)	
	Algebra II Level I (Minimum)	English III Level II	Physics Level I (Minimum)	U.S. History Level II	
Charlotte	Math	English	Science	Social Studies	*Graduated?
	Algebra I Level II	English I Level I (Minimum)	Biology Level I (Minimum)	World Geography Level I (Minimum)	Yes, Minimum High School Program Met cumulative score requirements Did not achieve Level II on Algebra II

	Geometry Level I (Minimum)	English II Level I (Minimum)	Chemistry Level II	World History Level I (Minimum)	
	Algebra II Level I (Minimum)	English III Level II	Physics Level I (Minimum)	U.S. History Level II	
Letisha	Math	English	Science	Social Studies	*Graduated?
	Algebra I Level II	English I Level I (Minimum)	Biology Level I (Minimum)	World Geography Level I (Minimum)	Yes, Recommended High School Program Met cumulative score requirements Achieved Level II on Algebra II and English III
	Geometry Level I (Minimum)	English II Level I (Minimum)	Chemistry Level II	World History Level I (Minimum)	
	Algebra II Level II	English III Level II	Physics Level I (Minimum)	U.S. History Level II	
Manuel	Math	English	Science	Social Studies	*Graduated?
	Algebra I Level II	English I Level II	Biology Level II	World Geography Level II	Yes, Recommended High School Program Met cumulative score requirements Achieved Level II on Algebra II and English III
	Geometry Level II	English II Level II	Chemistry Level II	World History Level II	
	Algebra II Level II	English III Level II	Physics Level II	U.S. History Level II	

*Assumes student met all curricular requirements for graduation.

Test Results for Students on the Distinguished Achievement Program

Brian	Math	English	Science	Social Studies	*Graduated?
	Algebra I Level II	English I Level II	Biology Level II	World Geography Level II	No Did not meet cumulative score requirement for science Achieved at least Level II on Algebra II and English III Achieved Level III on Algebra II and English III
	Geometry Level II	English II Level II	Chemistry Level II	World History Level II	
	Algebra II Level III	English III Level III	Physics Level I	U.S. History Level II	
Sophia	Math	English	Science	Social Studies	*Graduated?
	Algebra I Level II	English I Level II	Biology Level II	World Geography Level II	Yes, Recommended High School Program Met cumulative score requirements Achieved at least Level II on Algebra II and English III Did not achieve Level III on Algebra II and English III
	Geometry Level II	English II Level II	Chemistry Level II	World History Level II	
	Algebra II Level II	English III Level II	Physics Level II	U.S. History Level II	
Stephen	Math	English	Science	Social Studies	*Graduated?
	Algebra I Level II	English I Level II	Biology Level II	World Geography Level II	Yes, Recommended High School Program Met cumulative score requirements Achieved at least Level II on Algebra II and English III Did not achieve Level III on Algebra II
	Geometry Level II	English II Level II	Chemistry Level II	World History Level II	
	Algebra II Level II	English III Level III	Physics Level II	U.S. History Level II	
Louie	Math	English	Science	Social Studies	*Graduated?
	Algebra I Level II	English I Level II	Biology Level II	World Geography Level II	Yes, Distinguished Achievement Program Met cumulative score requirements Achieved Level III on Algebra II and English III

	Geometry Level II	English II Level II	Chemistry Level II	World History Level II	
	Algebra II Level III	English III Level III	Physics Level II	U.S. History Level II	
Juan	Math	English	Science	Social Studies	*Graduated?
	Algebra I Level III	English I Level III	Biology Level III	World Geography Level III	Yes, Distinguished Achievement Program Met cumulative score requirements Achieved Level III on Algebra II and English III
	Geometry Level III	English II Level III	Chemistry Level III	World History Level III	
	Algebra II Level III	English III Level III	Physics Level III	U.S. History Level III	

*Assumes students met all curricular requirements for graduation.

High School Courses and Corresponding STAAR EOC Assessment Requirements

Several provisions of HB 3 affect local policies, such as the requirement that scores on the EOC assessments will count for 15 percent of students' course grades. In addition, the legislation requires that studies be conducted to determine the feasibility of using substitute tests and/or dual credit courses to satisfy the assessment requirements for graduation. These issues are discussed in more detail in the following section.

Grading

In addition to fulfilling assessment requirements for graduation, a student's score on a STAAR EOC assessment will account for 15 percent of his or her final grade in the course. In Texas, grading policies are determined and implemented at the district level, and TEA does not have the authority to mandate district grading policies that would govern how students' final grades are determined. Due to the fact that Texas school districts do not have a uniform grading policy, incorporating 15% of an assessment scale score into the various local grading systems will be challenging. In addition, many districts award partial course credit by semester, so counting the assessment result as 15 percent of the student's final grade for the course may be difficult to implement if the expectation is that this requirement would also impact a course grade given in a previous semester. TEA will work with Education Service Centers to provide examples to school districts about how the scores on the EOC assessments can be incorporated into course grades.

HB 3 indicates that a student can retake any STAAR EOC assessment for any reason, but a school district is not required to use a student's score on subsequent administrations to determine the student's final grade for that course. Districts will want to consider this aspect of the legislation and develop local policy regarding its implementation.

Substitute Tests

HB 3 specifically calls for research studies to be conducted to evaluate the relationship between student performance on the STAAR EOC assessments and student performance on assessments at least as rigorous as the STAAR EOC assessments. These assessments include advanced placement (AP) tests, international baccalaureate (IB) assessments, SAT subject-area tests, the Preliminary SAT (PSAT), and the preliminary ACT (PLAN). After this relationship is studied, TEA will determine the extent to which scores on these assessments can be used as substitutes for scores on STAAR EOC assessments in order to satisfy the testing requirements for graduation, including the cumulative score requirement. For example, if a student performs at a sufficient level predetermined on an AP test, that score would satisfy the assessment requirement for that particular course.

Data from high-stakes STAAR EOC assessments will be available beginning in spring 2012. Planning for the use of substitute assessments will be coordinated with data-analysis activities after the spring 2012 administrations. In addition, the timing of the data analysis is contingent on the availability of data from the potential substitute assessments. Once all data are collected and the analyses are complete, substitute-assessment policies could go into effect for some assessments in the 2013–2014 school year. The state will provide guidance at that time regarding policies for the inclusion of substitute tests for cumulative scoring purposes.

Dual-Credit Study

The commissioner of education and the commissioner of higher education will study the feasibility of allowing students to satisfy STAAR EOC requirements by completing a dual-credit course through an institution of higher education. A report is required to be submitted to the 82nd Texas Legislature to outline the types of research that will need to be completed in order to make a data-driven recommendation regarding the use of dual-credit courses to satisfy STAAR EOC requirements for graduation.

Eligibility Considerations During the STAAR Transition

The state will need to consider the various groups of students that are affected by the transition from TAKS to STAAR EOC assessments as a graduation requirement. Details about these specific student groups are outlined below.

Repeating Grade 9 Students in 2011–2012

If a student is repeating grade 9 in the 2011–2012 school year, TAKS will continue to be his or her assessment graduation requirement. The students will have the option to take STAAR EOC assessments online, with the exception of English I, II, and III. To minimize testing burden and because of the cost associated with scoring the open-ended items and essays, TAKS students will not be eligible to take the English I, II, and III STAAR EOC assessments. TAKS students will also be limited to taking the

mathematics, science, and social studies EOC assessments online rather than on paper because of the costs associated with scoring assessments administered on paper.

Students in High School with TAKS as Their Graduation Requirement

The assessment graduation requirement for students enrolled in grades 10, 11, and 12 in 2011–2012 will continue to be TAKS. These students will not be required by the state to take any STAAR EOC assessments for courses in which they are enrolled; however, local policy could differ if a district chooses to voluntarily participate in available STAAR EOC assessments (STAAR EOC assessments will be offered online with the exception of English I, II, and III). The same assessment options will continue in the 2012–2013 school year: grade 11 and 12 students will continue to take TAKS, as necessary, and will not be required by the state to take any STAAR EOC assessments for courses in which they are enrolled. Online STAAR EOC assessments, with the exception of English tests, will be an option. Future policies may examine whether these students may substitute satisfactory performance on STAAR end-of-course assessments for TAKS. For those students for whom TAKS is the graduation requirement and who take both TAKS and STAAR EOC assessments, the school district will decide whether performance on the STAAR EOC assessments will be calculated as 15% of the students' course grade.

Middle School Students and STAAR EOC Assessments

In the 2011–2012 school year, there will be grade 9 students who have already taken high school courses while in middle school and who may or may not have participated in an EOC assessment before the 2011–2012 school year. EOC assessments taken prior to 2011–2012 do not count for graduation purposes because passing standards have not been determined.

These students will not be required to take the EOC assessments for courses that were completed in middle school. Therefore their cumulative score requirements will be less than if they take all 12 assessments in high school. However, if students would like assessment results to be calculated in their cumulative scores from the courses taken in middle school before 2011–2012, they can test once the assessments become operational in spring 2012. These test results will count only if the score is above the passing standard. A student taking Algebra I in grade 8 in the 2010–2011 school year will not be required to take this assessment in 2012 after the STAAR assessments are operational, even though this student will now fall under STAAR for assessment graduation requirements. This student can, however, choose to test in future years, and the score will become part of his or her cumulative score if it is above the passing standard.

In 2011–2012 and beyond, students who take high school courses while in middle school will take STAAR EOC assessments when they complete the course. These results will be incorporated into their cumulative score. However, it will need to be determined whether these students are required to take their grade-level assessments in addition to STAAR EOC assessments. This decision will be made prior to the 2011–2012 school year. This issue is compounded by the Student Success Initiative requirements for grade 8 reading and mathematics and is also related to decisions concerning which STAAR test results will be used to determine federal Adequate Yearly Progress (AYP).

Students Enrolling in Texas Public Schools for the First Time

There are many students who move into Texas public schools from private schools, other states, and other countries. As in the past, school districts will evaluate the transcripts of these students to determine the courses for which they have earned credit and the needed courses to earn credit for a Texas high school diploma. If students have earned credit for a course that has a STAAR EOC assessment associated with it, they will not be required to take the STAAR EOC assessment for that course. Therefore, their cumulative score requirements will decrease. However, if students would like assessment results to be calculated in their cumulative score from the courses taken previously, they can test whenever the appropriate STAAR EOC assessment is offered. These test results will count only if the score is above the passing standard.

For courses that these students complete in Texas schools, the students will take STAAR EOC assessments when they complete the course. These results will be incorporated into their cumulative score. This same policy will apply to students who transfer in and out of Texas public schools. Once substitute tests are identified (SAT, ACT, AP, etc.) and policies have been established, this greater flexibility in meeting assessment requirements for graduation should provide the greatest benefit to students entering Texas public schools for the first time in their junior or senior year.