

Foundation High School Program

The Foundation High School Program provides students:

- Flexibility
- Choices
- College and Career Readiness

The state requires a minimum of 22 credits. Districts may require more than 22 credits.

Endorsement

A district must ensure that each student on entering the 9th grade indicates in writing an endorsement the student intends to earn. The student may change endorsement after entering high school.

Opt-Out

Student may opt of an endorsement the end of the sophomore year high school. The student must complete the Opt-out form and parents must be notified.

Endorsement Areas

- STEM
- Business & Industry
- Public Services
- Arts & Humanities
- Multidisciplinary

A student receiving special education services may earn an endorsement if the student:

1. Satisfactorily completes the requirements for graduation under the Foundation High School Program as well as the additional credit requirements in mathematics, science, and elective courses with or without modified curriculum;
2. Satisfactorily completes the courses required for the endorsement without any modified curriculum; and
3. Performs satisfactorily on the required state assessments.

In order for a student receiving special education services to use a course to *satisfy both requirements (Foundation and Endorsement) under the Foundation High School Program, the student must satisfactorily complete the course without any modified curriculum.*

Implications for ARD Committee members

Determination of appropriate accommodations or modified curriculum

Knowledge of each endorsement strand course requirements

Knowledge of the high school program options

- Foundation
- Foundation + Endorsement
- Distinguished Level of Achievement

Personal Graduation Plan (PGP)

A principal of a high school shall designate a school counselor or school administrator to review personal graduation plan options with each student entering grade nine together with that student's

parent or guardian.

The personal graduation plan options reviewed must include the distinguished level of achievement described and the endorsements

Before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a personal graduation plan for the student.

Implications for ARD Committee members

- The Personal Graduation Plan will need to be reviewed
- The ARD committee may help the student and parent create the PGP. A team member needs to be knowledgeable of the high school programs and endorsements options.
- The Personal Graduation Plan can be used as the student's course of study.

Modified Curriculum

The ARD committee must begin with the general curriculum. Students may receive a modified curriculum if needed.

Modified Curriculum changes what is taught or assessed.

Practices and procedures that change the nature of the task or target skill

Instruction is based on grade level content with changes to student expectations

- The range of content to be mastered
- Depth or complexity of understanding
- Prerequisite skills

Modified TEKS based courses

State approved courses may be modified which includes alternate curriculum.

Special Education teachers are required to be certified in special education and highly qualified (core academics, LOTE, and fine arts).

Career Technical Education

- CTE courses may be modified and taught by a CTE teacher such as Career Technical Education for the Disabled (CTED). The CTED courses generate CTE funding.
- Modified CTE course may be taught by a special education teacher and not garner CTE funds. The course may count for state credit.

Implications for ARD Committee members

- Courses required for an endorsement may not be modified.
- Students receiving modified courses will graduate under the Foundation High School program without an endorsement.
- Alternate curriculum is a modified curriculum.
- Knowledge of allowable credits for each course
- Determining if the modified courses will count for state or local credits

Allowable Course Substitutions

Language Other Than English

- A combination of two credits from English/Language Arts, mathematics, science or social studies
- Two credits in career and technical education or technology applications

Fine Arts

- Principal and Element of Floral Design
- 3-D Modeling and Animation
- Digital Art and Animation

Physical Education

- ROTC
- Drill Team
- Marching Band
- Cheerleading
- Athletics
- On and Off Campus Programs

Performance Acknowledgments

A student may earn a performance acknowledgment:

For outstanding performance :

- in a dual credit course
- in bilingualism and biliteracy
- on an AP test or IB exam
- on the PSAT, the ACT-Plan, the SAT, or the ACT

For earning a nationally or internationally recognized business or industry certification or license

Implications for ARD Committee members:

The student may receive a performance acknowledgment with or without earning an endorsement.

Distinguished Level of Achievement

A student may earn a distinguished level of achievement by successfully completing all of the following:

- a total of four credits in mathematics, which must include Algebra II
- a total of four credits in science
- the remaining curriculum requirements
- the curriculum requirements for at least one endorsement

A student must earn a distinguished level of achievement to be eligible for top 10% automatic admission.

Implications for ARD Committee members:

The student will need to perform satisfactorily on the state assessments.

Required courses may not be modified.

Postsecondary Readiness

College-Ready Graduates who meets one of the following standards:

- The Texas Success Initiative criteria on TAKS, SAT, or ACT in both ELA and math;
- Advanced/dual enrollment course completion; or
- Enrolled and completed a CTE coherent sequence

Implication for ARD Committee members:

Ensure students who have identified college as a postsecondary goal are enrolled in college preparatory courses with appropriate accommodations.

Graduation Requirements

89.1070 (b)(1)

- Completes the requirements of the Foundation High School Program
- Performs satisfactory on the state assessments
- The ARD committee determines satisfactory performance on the state assessments is not necessary for graduation.

89.1070 (f)

- Modify state assessment requirements for the Foundation High School Program (SB 149)
- A student receiving special education services who is classified in Grade 11 or 12 during the 2014-2015, 2015-2016, or 2016-2017 school year who has taken each of the state assessments but failed to achieve satisfactory performance on no more than two of the assessments may graduate if the student has satisfied all other applicable graduation requirements.

89.1070 (g) (2)

- Modify state assessment requirements for the Recommended or Distinguished High School Programs
- A student receiving special education services who is classified in Grade 11 or 12 during the 2014-2015, 2015-2016, or 2016-2017 school year may graduate under the recommended or distinguished achievement high school program, as applicable, if the student has taken each of the state assessments but failed to achieve satisfactory performance on no more than two of the assessments and has met all other applicable graduation requirements in paragraph (1) of this subsection.

89.1070(b)(2)

Meet the requirements of the Foundation High School Program, perform satisfactorily or participate in state assessments, meet IEP requirements and meet one of the conditions:

- Full-time employment
- Specific employability skills
- Access to services
- No longer meets age eligibility requirements

Implications for ARD Committee members:

ARD committee members need to be knowledgeable of the graduation requirements.

Determine if the student will have to perform satisfactorily or participate in the state assessments.

Members will need to be knowledgeable of SB 149 modify assessment options and the Individual Graduation Committees (IGCs)

Senate Bill 149

The bill requires school districts and open-enrollment charter schools to convene individual graduation committees (IGCs), for 11th and 12th grade students who have failed to pass *no more than two* of the five required end-of-course (EOC) tests, at or after the end of the students' 11th grade year. To be eligible to graduate and receive a diploma via the IGC, a student must successfully complete either the curriculum requirements for the FHSP under State Board of Education rules, or the curriculum requirements under the commissioner's transition plan rules. However, scores of "proficient" on a "corresponding" TSI assessment can satisfy the Algebra I or English II EOC assessment requirements.

Implications for ARD Committee members:

- Review the student's performance on state assessments and determine if the student is eligible for SB 149 option.
- Meet with and review the options with the student.
- For students meeting the SB 149 requirements the IEP may need to be amended to state assessment performance as a requirement for graduation and not participation only.