

**OVERVIEW OF HOUSE BILL 1
AND
IMPLICATIONS FOR AUSTIN COMMUNITY COLLEGE DISTRICT**

Section	Topic	Description	Deadline	ACC Comments
Sec. 2.01	Education Research Centers	<ul style="list-style-type: none"> • Permits the development of up to three centers for educational research for: <ul style="list-style-type: none"> ○ research on the impact of state and federal education programs; ○ performance of educator preparation programs; ○ best practices of school districts in classroom instruction, bilingual education, special language programs, and business practices. • A center may be part of the TEA, THECB, or a college or university. • TEA and THECB may fund research projects at the center. • The center may use confidential student data. • The center must generate fees to cover operational costs. 	<ul style="list-style-type: none"> • RFP issued December 2006 • Decisions expected Spring 2007 	<ul style="list-style-type: none"> • Contracts will be awarded at April 07 THECB meeting
Sec. 3.01	Electronic Student Record System	<ul style="list-style-type: none"> • Requires the state to provide a means for school districts to exchange student records that satisfy standards approved by the THECB and TEA. • School districts, open-enrollment charter schools, and public institutions of higher education are required to participate in electronically transferring student transcripts. • Private institutions of higher education also may participate in the system, but they will be required to pay for the service. 	<ul style="list-style-type: none"> • System implemented no later than 2007-08 school year 	<ul style="list-style-type: none"> • Fall 07 – ISD to ISD implemented • Fall 08 – ISD to Higher Ed implemented

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Sec. 3.10	Academic Excellence Indicators	<ul style="list-style-type: none"> • Adds two performance measures to the list of academic excellence indicators for school districts: <ul style="list-style-type: none"> ○ measurement of progress toward preparation for postsecondary success; and ○ students' performance data on "reading proficiency assessment instruments in English and one other language to calculate the students' progress toward dual-language proficiency." • The development and reporting of indicators must be coordinated with the P-16 College Readiness and Success Strategic Action Plan required under Sec. 5.08 of HB1. 	<ul style="list-style-type: none"> • Data collection by 2007-08 and must be used to evaluate schools by 2008-09 	<ul style="list-style-type: none"> • FYI
Sec. 4.01	Principal Leadership Pilot Program	<ul style="list-style-type: none"> • Directs TEA, in cooperation with a nonprofit corporation, to create and implement a School Leadership Pilot Program for principals, designed to instruct principals in the improvement of leadership skills, student achievement, graduation rates, and teacher retention. • Directs TEA to consult business schools or departments or programs at institutions of higher education in the development of program curriculum. 	<ul style="list-style-type: none"> • Program development in 2006-2007. • Evaluation of program in 2008-09. 	<ul style="list-style-type: none"> • ACC will provide input to TEA (via VP Hensley)

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Sec. 5.01	College Readiness	<p>Requires the TEA & THECB commissioners to establish vertical teams composed of public school and higher education faculty to:</p> <ul style="list-style-type: none"> • recommend for approval college readiness standards and expectations; • evaluate whether the TEKS serve adequately to prepare students for college-level work; • recommend strategies for aligning public school curricula with college-readiness standards; and • develop instructional strategies, minimum standards for curricula, professional development materials, and online support materials in the four foundation areas (English language arts, mathematics, social studies, and science) for students who need additional assistance to perform successfully in college-level work. <p>Vertical teams will complete the curriculum development or establish curriculum standards.</p> <p>Requires the SBOE to incorporate college-readiness standards into the TEKS.</p>	<ul style="list-style-type: none"> • By September 1, 2011 under a schedule that introduces one subject each semester, beginning with the English language arts (Fall 2009) • Statewide vertical teams being formed Spring 2007 	<ul style="list-style-type: none"> • English Language Arts (Fall 2009) • Science (2010) • Math (2011) • Social Studies/ Sciences (2010) • ACC Nominees: <ul style="list-style-type: none"> • Alice Sessions • Marilyn Yale • Judy Nwachie • Suzanne McFadden • Teresa Thomas
Sec. 5.01	College Credit Program	<ul style="list-style-type: none"> • Requires all school districts to implement a program in which students will be able to earn the equivalent of 12 hours of college credit (includes AP and IB) while in high school. • Directs institutions of higher education to assist public schools in doing this if requested. 	<ul style="list-style-type: none"> • By Fall 2008 	<ul style="list-style-type: none"> • Early College Start and College Connection – all 30 ISDs • ACC will propose dual credit be included in high school accountability system
Sec. 5.02 and 5.09	Graduation Requirements	<ul style="list-style-type: none"> • Requires SBOE to adopt rules requiring four courses in each foundation area (English language arts, mathematics, social studies, and science) for graduation under the Recommended High School Program and the Distinguished Achievement Program and that at least one course include a research writing component. 	<ul style="list-style-type: none"> • Effective for students entering 9th grade in 2007-08 	<ul style="list-style-type: none"> • No ACC direct action; monitor

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Sec. 5.03	Optional Flexible School Day Program	<ul style="list-style-type: none"> • Makes provisions for an optional school day program for students in grades 9-12 who: <ul style="list-style-type: none"> ○ are dropouts or at risk of dropping out; or ○ attend a campus that is implementing an innovative redesign or an early college plan. • Allows flexibility in the numbers of hours per day or the number of days per week that a student attends. 	<ul style="list-style-type: none"> • 2006-07 	<ul style="list-style-type: none"> • No ACC direct action; monitor
Sec. 5.04	Texas Governor's School Program	<ul style="list-style-type: none"> • Establishes the Texas Governor's School Program, a summer residential program at least three weeks in duration, for high-achieving high school students. • The program must have a curriculum focused on mathematics and science, humanities, or leadership and public policy. • Public institutions of higher education may apply to the TEA commissioner to administer this program. • The commissioner must give preference to public higher education institutions that apply in cooperation with nonprofit associations. The bill outlines minimum proposal requirements. • TEA may make grants up to \$750,000 each year to selected public higher education institutions. 	<ul style="list-style-type: none"> • No action required in 2006-07 	<ul style="list-style-type: none"> • Limited to four-year colleges & universities
Sec. 5.05	End-of-Course Tests	<ul style="list-style-type: none"> • Requires TEA to ensure that any end-of-course test is developed so that, to the extent practicable, it may be used to determine appropriate placement in higher education courses. 	<ul style="list-style-type: none"> • Development of end-of-course tests will incorporate this requirement to the extent possible during 2006-07 	<ul style="list-style-type: none"> • Must be aligned with College Readiness Standards • Higher ed faculty likely to be solicited by TEA for input

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Sec. 5.06	College Readiness Programs	<p>Requires TEA to:</p> <ul style="list-style-type: none"> • develop standards for evaluating the success and cost-effectiveness of high school completion and success and college-readiness programs implemented under Section 39.114; • provide guidance for school districts and campuses in establishing and improving high school completion and success and college readiness programs implemented under Section 39.114; and • develop standards for selecting and methods for recognizing school districts and campuses that offer exceptional high school completion and success and college-readiness programs implemented under Section 39.114 <p>Requires school districts or campuses to use funds allocated (\$275 multiplied by the number of students in average daily attendance in grades 9 – 12 at the district) to do the following:</p> <ul style="list-style-type: none"> • implement college-readiness programs that provide support and instruction to prepare underachieving students for college; • implement programs that encourage students toward advanced academic opportunities; • implement programs that give students opportunities to take academically rigorous course work, including four years of math and four years of science; • implement programs that align the curriculum for grades 6 – 12 with postsecondary curriculum; and • implement other high school completion and success initiatives in grades 6 – 12 approved by the TEA commissioner. 	<ul style="list-style-type: none"> • Begins in 2008-09 • Schools receive funds beginning 2006-07 	<ul style="list-style-type: none"> • Dr. Mary Hensley to monitor • Dr. Richard Armenta coordinates ACC's Student Access and Success Committee initiative (summer bridge, college readiness programs) • THECB RFP due Feb or March 07 (up to \$50,000 per institution)

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Sec. 5.08	College Readiness	<p>Requires the creation of a P-16 Council college readiness and success strategic action plan that is focused on the goals of increasing student success in entry-level college courses and decreasing the number of students enrolling in developmental education courses at institutions of higher education.</p> <p>The plan, recommended by the P-16 Council and approved by the Commissioners of TEA and the THECB must:</p> <ul style="list-style-type: none"> • include definitions of college readiness standards and expectations, upon coordination between the Council and the State Board of Education (SBOE), that address what a student must know and be able to do to perform successfully college-level work; • define components of a P-16 individualized graduation plan; • define the manner in which the TEA should provide model curricula for school districts; • recommend strategies for decreasing the number of students enrolled in developmental courses in higher education institutions; and • include recommendations to the State Board of Educator Certification (SBEC) for inclusion of college readiness training and preparation components into educator certification and professional development requirements. 	<ul style="list-style-type: none"> • No action required for 2006-07. Requires reporting and program development in future years. TEA and THECB commissioners must provide progress report to the legislative leadership each even-numbered year. 	<ul style="list-style-type: none"> • E3 Alliance housed at ACC HBC. Susan Dawson and Mary Hensley to develop in coordination with VPs, Deans, and Department Heads • State P-16 Council <ul style="list-style-type: none"> • THECB Commissioner • TEA Commissioner • TWC • DARS • Future statewide P-16 Councils meeting being planned by THECB
Sec. 5.08	Student Success	<p>Requires the THECB to develop programs to enhance students' success at institutions of higher education including:</p> <ul style="list-style-type: none"> • Summer higher education bridge programs focused on mathematics, science, and English language arts; • incentive programs that implement research-based, innovative developmental education initiatives; • financial assistance programs for educationally disadvantaged students who take college entrance and college readiness assessment instruments; and • professional development programs for higher education faculty that are focused on college readiness standards. 	<ul style="list-style-type: none"> • No action required in 2006-07. 	<ul style="list-style-type: none"> • Dr. Mary Hensley to monitor • Summer Bridge Programs will be expanded

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Sec. 5.08	Course Redesign Project	<p>Requires the THECB to seek the assistance of advisory committees and nonprofit organizations with relevant expertise to implement a project that will require selected institutions of higher education to review and revise entry-level, lower-division academic courses. Institutions selected for participation will be required to:</p> <ul style="list-style-type: none"> • review and revise one or more courses from no more than 25 entry-level, lower-division academic courses; • draw on established best practices in effective course redesign techniques; • optimize the use of information technology in the redesign of courses; and • evaluate the cost savings and increase student success resulting from the review and revision of courses. 	<ul style="list-style-type: none"> • Project must be developed, and institutions of higher education must be selected by the THECB for participation by September 1, 2006. • Selected institutions must begin offering redesigned courses by September 1, 2007. • The THECB must submit a report of the results of the project to legislative leadership by no later than January 1, 2011. 	<ul style="list-style-type: none"> • Courses (Fall 07 goal not realistic) <ul style="list-style-type: none"> • US History-UNT/Rice/ DCCD • English Comp I- DCCCD/Texas Tech • Calculus UT Telecourse • Phase II-Identify all 25 courses • Dr. Kinslow approved NCAT membership • NCAT presenter at Spring 2007 General Assembly
	School Start Date	<p>Prohibits a school district from beginning instruction for a school year before the fourth Monday in August.</p> <p>Year-round schools can be exempted.</p>	<ul style="list-style-type: none"> • Begins in 2007-08 	<ul style="list-style-type: none"> • Dr. Mary Hensley chairs ACC calendar committee.