

**Senate Education Committee  
Texas Education Agency  
October 18, 2006**

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**Advancement of College Readiness in Curriculum (Vertical Teams)**

The Commissioner and the Commissioner of Higher Education shall establish vertical teams. The teams will recommend college readiness standards, evaluate the high school curriculum, recommend how the curriculum can be aligned with college readiness standards, develop instructional strategies, and minimum standards for curriculum and professional development. The SBOE shall incorporate college readiness standards into the curriculum at their discretion.

- TEA will file its rules with the Texas Register on October 20, 2006.
- Coordinating Board has already filed its rules and is taking them to their board on October 26, 2006.

**4 X 4**

Requires the SBOE to require four years of the foundation subjects in order for students to graduate under the recommended high school program or distinguished achievement program. Specifies that one or more course include a research writing component.

SBOE gave preliminary approval (first reading) in September 2006 to:

- Require students to earn four credits in math and science
- Math credits – Algebra I, II and geometry and a 4<sup>th</sup> course for which Algebra II is a prerequisite if they pursue the DAP. Students in the RHSP must take and pass Algebra I, II, geometry and a fourth math. Algebra II is not a prerequisite in the RHSP.
- Science credits – biology, chemistry and physics, plus an additional lab-based course.
- Increase graduation credits in the RHSP and DAP to 26 from 24.

**P-16 College Readiness and Success Strategic Action Plan**

The P-16 shall recommend to the Commissioner and the THECB a college readiness and success strategic action plan to increase success and decrease developmental course work. The Commissioner and THECB shall adopt the action plan.

- Many of the tasks in HB 1 are also tasks in the Action Plan, for example: 1) define standards and expectations for college readiness for the state, 2) decrease the number of students entering developmental education programs at institutions of higher education (IHEs) and requiring the additional credits in math and science.