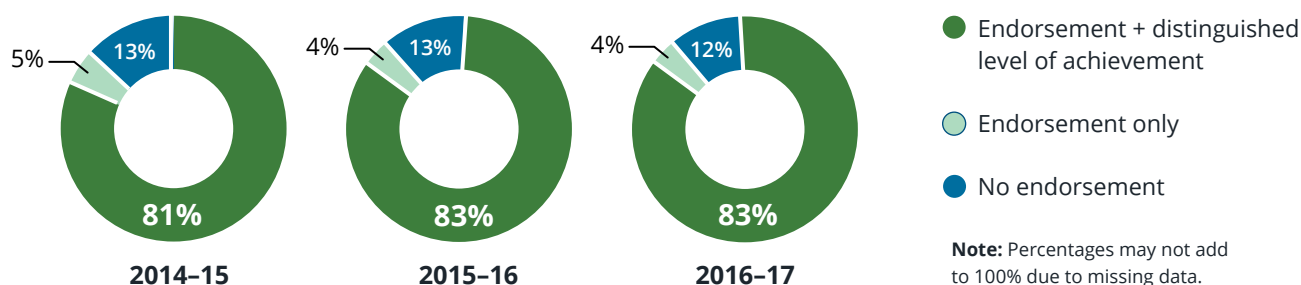


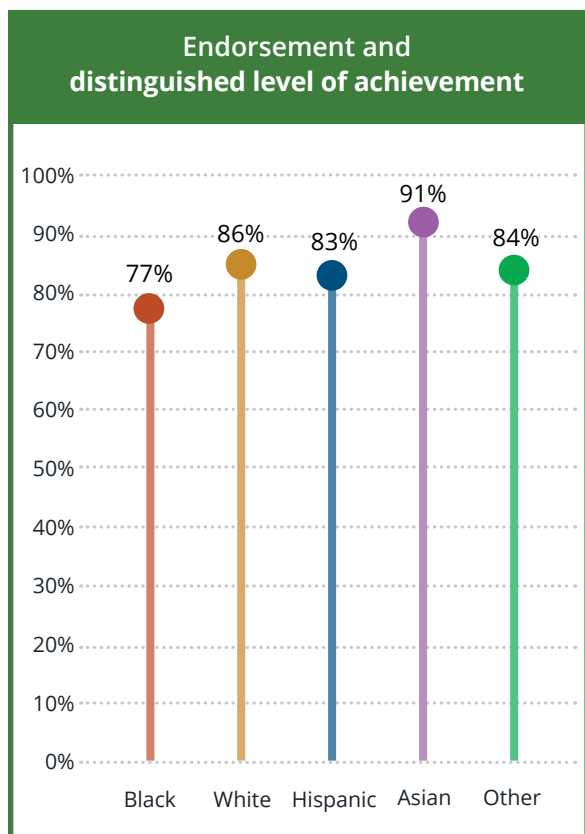
Texas House Bill 5, passed in 2013, enacted the Foundation High School Program and modified high school graduation requirements. Beginning with the entering freshmen of 2014–15, students have the opportunity to earn one or more endorsements as part of their high school diploma. This document highlights outcomes from the first three cohorts of students participating in the Foundation High School Program.

Across cohorts, most students graduated with the distinguished level of achievement.¹

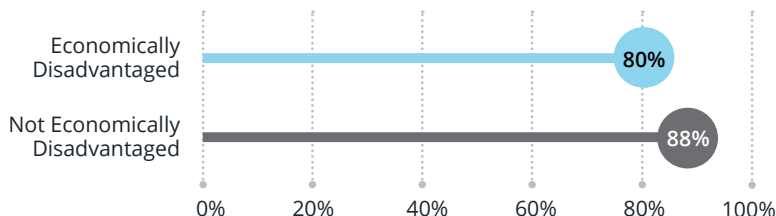


Although most students graduated with the distinguished level of achievement, differences were seen across student characteristics.

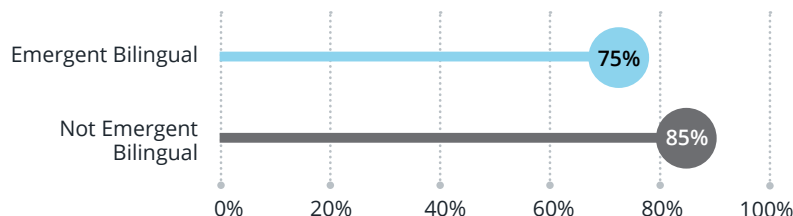
Percentage of 2016–17 cohort of graduates achieving the distinguished level of achievement **differed by race/ethnicity.**



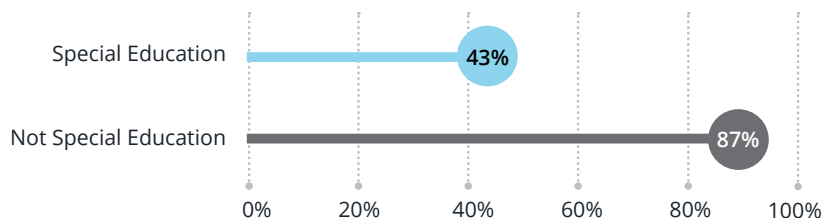
Fewer economically disadvantaged students in the 2016–17 cohort graduated with the distinguished level of achievement than students not economically disadvantaged.



Fewer emergent bilingual students in the 2016–17 cohort graduated with the distinguished level of achievement than non-emergent bilingual students.



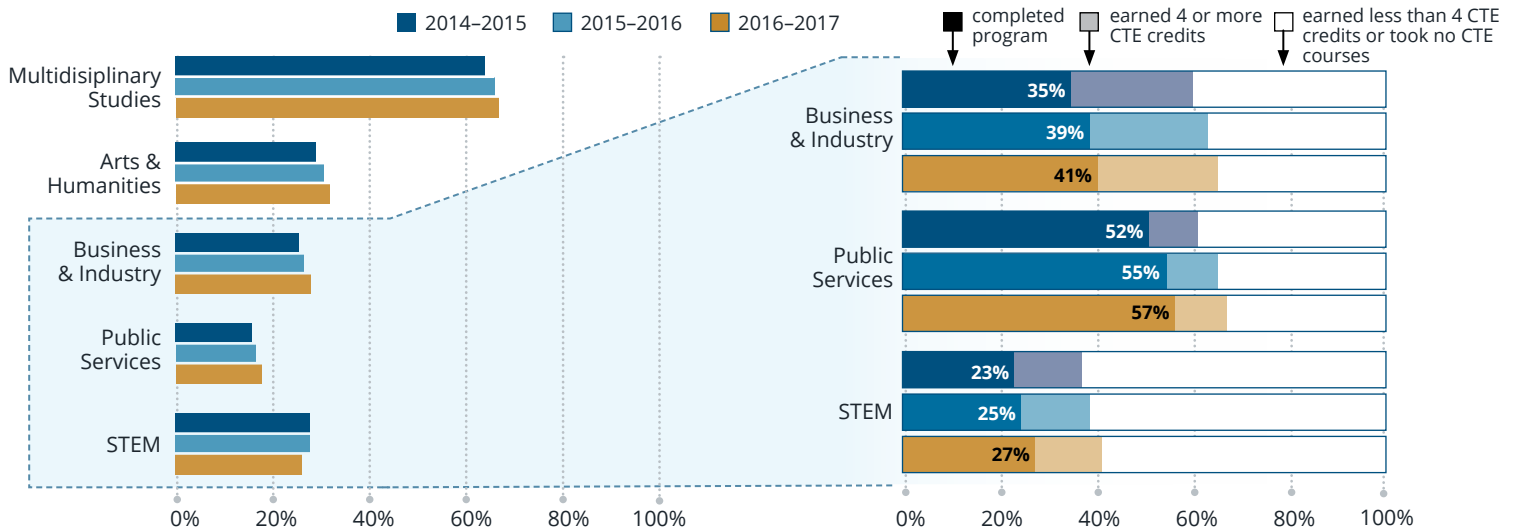
Fewer students in special education in the 2016–17 cohort graduated with the distinguished level of achievement than students who were not in special education.



Endorsement completion rates remained stable across the first three graduating cohorts.

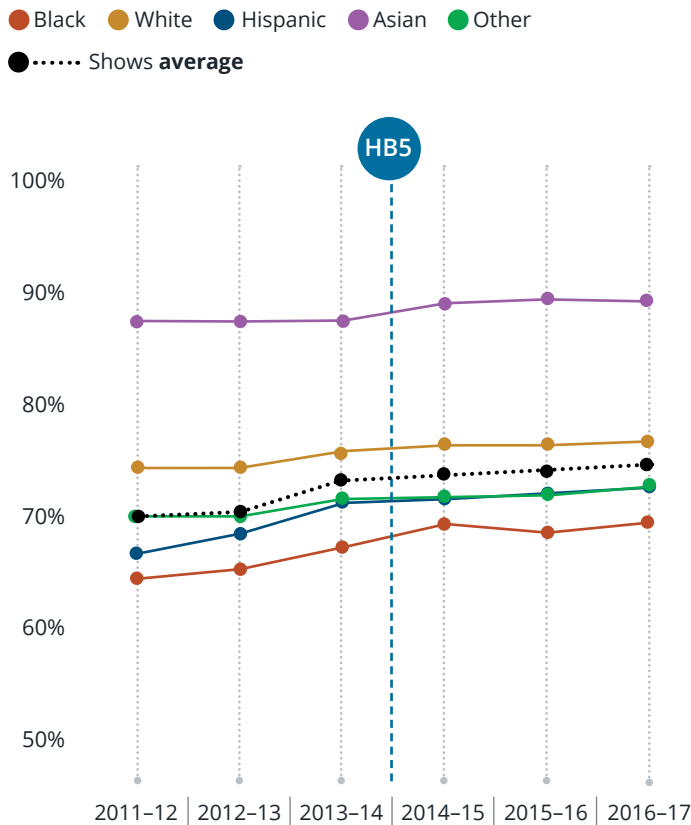
Most students who completed **Multidisciplinary Studies** did so as a **second endorsement**.

Although many more students had 4 or more credits from CTE coursework, **fewer students completed a program of study**.²

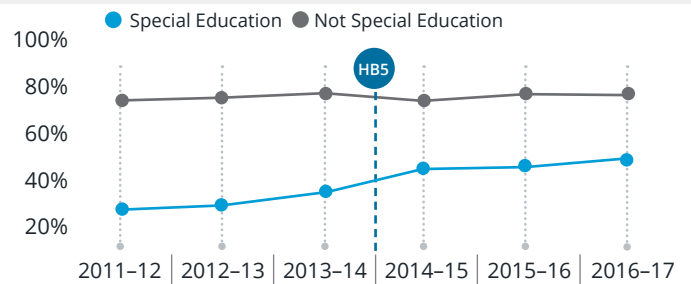


The Foundation High School Program enabled student choice for a third math course. Even so, algebra II completion rates remained steady.

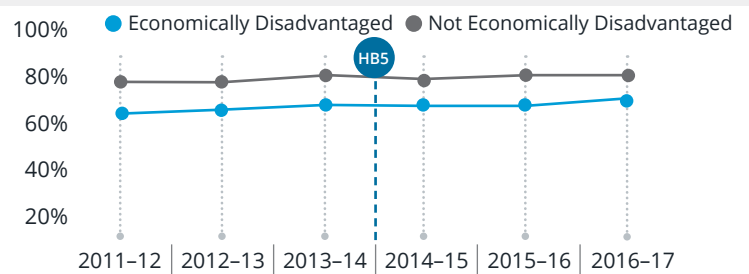
Across race/ethnicity, algebra II completion rates remained steady after implementation of House Bill 5.



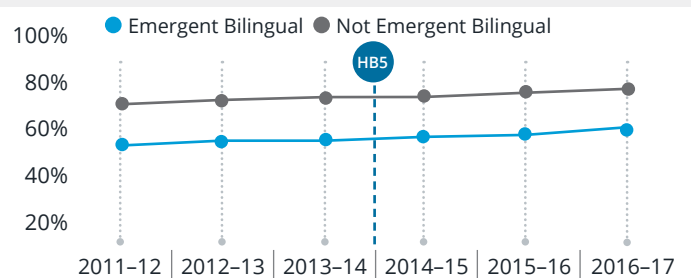
Algebra II completion rate for students in special education



Algebra II completion rate for economically disadvantaged students



Algebra II completion rate for emergent bilingual students



The data used in this research comes from the Texas Student Data System Public Education Information Management System housed in the University of Texas at Austin Education Research Center. All analyses were based on cohorts made up of the incoming Grade 9 students for the specific academic year and followed forward through high school graduation. For example, students who entered Grade 9 for the first time in fall 2014 were considered members of the 2014-15 cohort. This allows the percentages shown in the figures to represent the same number of students over time and to have the same meaning.

Footnote: This research was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305H170006 to the American Institutes for Research®. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

¹ Graduating within 4 years of entering Grade 9.

² To complete a program of study, students must complete 3 or more courses for 4 or more credits from the same program of study where one is a Level 3 or 4 course. Programs of study were defined using the 2021 version of the Career and Technical Education autocode data and applied to all cohorts for consistency across time.