College Preparatory Courses
House Bill 5 Section 10
March 5, 2014

Region One Education Service Center
Division of Instructional Support
Texas Goal

In 2009, the Texas Legislature passed House Bill (HB) 3 mandating the creation of an entirely new accountability system focused on the achievement of postsecondary readiness for all Texas public school students.

“Texas will be among the top ten states in postsecondary readiness by 2020.”
Regional Approach

House Bill 5 requires Local Education Agency’s to partner with Institutions of Higher Education to create locally developed college preparatory courses.

In response, Region One ESC is partnering with RGV Focus, Local Institutions of Higher Education and Local Education Agencies (LEAs) to support and facilitate the creation of College Prep courses for Mathematics and English.
Regional Goal

• To collaboratively create two courses that provide an opportunity for students to demonstrate college readiness in mathematics and/or English language arts while still in high school.

• Ensure that students are able to begin taking credit bearing courses their first year of college.
I. Introductions and Welcome
   • Dr. Eduardo Cancino, Deputy Director, Region One Educational Service Center
   • Dr. Luzelma G. Canales, *RGV FOCUS*, Educate Texas

II. Overview of House Bill 5 College Readiness
   • Requirements for College Prep Courses
   • Regional Approach in Developing College Prep Courses

III. Opportunity to Dialogue in Role Alike Groups
   • Discipline Specific
   • Administrative Processes

IV. Debrief

V. Next Steps and Timeline
Outcome

- Identify Local Education Agencies and Institutions of Higher Education interested in developing a partnership to create college preparatory courses in English language arts and mathematics.

- Identify high school staff and IHE faculty willing to work collaboratively on the development of college preparatory courses.

- Create a timeline for the development of the college preparatory courses in English language arts and mathematics.

- Recognize key considerations for IHE’s and school districts as delineated in House Bill 5 section 10 for college preparatory courses.

- Create learning outcomes for college preparatory English Language Arts and Mathematics.

- Develop common assessments to determine college readiness in English Language Arts and Mathematics.
Texas Success Initiative (TSI)
1. TSI Statute and THECB Rules Applying to Testing and Developmental Education
   - TSI Statute
   - THECB Rules
   - Texas College Readiness Assessment and Placement: Improvements and Recommendations
   - TSI Exemptions
   - TSI-RI Frequently Asked Questions - June 2013

2. TSI ASSESSMENT Resource Documents
   - TSI ASSESSMENT Approved Cut Scores - April 25, 2013
   - TSI ASSESSMENT Test Content - July 2013
   - TSI ASSESSMENT Background Questions - July 2013
   - TSI ASSESSMENT Sample Test Questions - July 2013
   - TSI ASSESSMENT Writeplacer Sample Essays - July 2013
   - TSI ASSESSMENT Student Informational Brochure - July 2013
   - TSI ASSESSMENT Interpreting Your Score - July 2013

3. 2010-2011 Statewide Developmental Education Plan

4. 2012-2017 Statewide Developmental Education Plan

5. NON-COURSE COMPETENCY-BASED OPTIONS (Rider 59/34)
   - Rider 54 Report
   - Rider 59 FAQ
   - NCBO Updates

6. STATE GRANTS AND PROJECT OVERVIEWS
   - Developmental Education S3 Grant

7. PROMISING INITIATIVES
   - Rider S2 Report

8. PROFESSIONAL DEVELOPMENT
   - Integrated Reading and Writing (IRW) Calendar of Events
   - Integrated Reading and Writing Kick-Off, February 7-8, 2013
   - Integrated Reading and Writing El Paso, April 12, 2013
   - Integrated Reading and Writing McAllen, July 12, 2013

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## Texas Success Initiative

### Requirements and Exemptions

<table>
<thead>
<tr>
<th>EXAM</th>
<th>Date of Testing</th>
<th>Writing</th>
<th>Reading</th>
<th>Math</th>
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<td>ACT</td>
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<td>19</td>
<td>19</td>
<td>23</td>
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<tr>
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Where does the College Prep Course fit?

For an all inclusive list see THECB
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<th>State</th>
<th>Region 01</th>
<th>African American</th>
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<td>30.6%</td>
<td>32.6%</td>
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<tr>
<th>Texas Success Initiative (TSI) - Higher Education Readiness Component</th>
<th>English Language Arts</th>
<th>Mathematics</th>
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<th>English Language Arts</th>
<th>Mathematics</th>
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<td>Class of 2011</td>
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### Texas Performance Reporting System

#### College Ready Students

**2012-13 Texas Performance Reporting System**

Report for: REGION 01: EDINBURG

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<th>2012-13 Texas Performance Reporting System</th>
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<td>TAPR Groups</td>
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<td>Additional Groups</td>
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<td>ELL/CTE Groups</td>
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#### College-Ready Graduates

**English Language Arts**

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<td>69%</td>
<td>59%</td>
<td>63%</td>
<td>58%</td>
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<td>84%</td>
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**Mathematics**

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**Both Subjects**

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<td>50%</td>
<td>82%</td>
<td>x</td>
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©2014, Region One Education Service Center
College Preparatory Courses
House Bill 5 Section 10
College preparatory courses will only be designed for mathematics and English language arts (ELA).

Each school district will partner with at least one institution of higher education to develop and provide courses for college preparatory mathematics and ELA.

These courses are for 12th grade students who do not meet the college-readiness standards on an EOC assessment, or whose coursework, college entrance exam, or TSI assessment score indicates the student is not ready for entry-level college coursework and to prepare students for success in entry-level college courses.
Course Design

1. Must be for students at the 12th grade level whose performance on:
   - an end-of-course assessment instrument required under Section 39.023(c) does not meet college readiness standards; or
   - coursework,
   - a college entrance examination,
   - or an assessment instrument designated under Section 51.3062(c) indicates that the student is not ready to perform entry-level college coursework; and

2. To prepare students for success in entry-level college courses.
Method of Delivery

A course developed under this section must be provided:

1. on the *campus of the high school* offering the course; or

2. through *distance learning* or

3. as an *online course provided through an institution of higher education* with which the school district partners as provided by Subsection (a).
Appropriate faculty of each high school offering courses under this section and appropriate faculty of each institution of higher education with which the school district partners

- **shall meet regularly as necessary to ensure**
- **that each course is aligned with college readiness expectations.**

*The commissioner of education, in coordination with the commissioner of higher education, may adopt rules to administer this subsection.*

§28.014 (c)
Each school district shall provide a notice:

- to each *district student* to whom subsection (a) applies and the *student’s parent or guardian*

- regarding the *benefits of enrolling* in a course under this section.  

§28.014 (d)
A student who successfully completes an English language arts (CP110100) course developed under this section may use the credit earned in the course toward satisfying the advanced English language arts curriculum requirement for the foundation high school program under Section 28.025(b-1) (1).
A student who successfully completes a mathematics course (CP111200) developed under this section may use the credit earned in the course:

- toward satisfying an advanced mathematics curriculum requirement under Section 28.025
- after completion of the mathematics curriculum requirements for the foundation high school program under Section 28.025(b-1) (2). §28.014 (e)
A course provided under this section may be offered for dual credit at the discretion of the institution of higher education with which a school district partners under this section.

§28.014 (f)
Instructional Materials

Each school district, in consultation with each institution of higher education with which the district partners, shall develop or purchase instructional materials for a course developed under this section consistent with Chapter 31. The instructional materials must include technology resources that enhance the effectiveness of the course and draw on established best practices.

§28.014 (g)

To the extent applicable, a district shall draw from curricula and instructional materials developed under Section 28.008 in developing a course and related instructional materials under this section. A course developed under this section and the related instructional materials shall be made available to students not later than the 2014-2015 school year.

§28.014 (g)
## College Preparatory Courses

**Discipline Specific/Administrative Process**

<table>
<thead>
<tr>
<th>Institution of Higher Education (IHE)</th>
<th>Local Education Agency (LEA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administrator over Curriculum &amp; Instruction</strong> who understands new course development, learning outcomes, and state requirements</td>
<td><strong>Central Office Administration over Curriculum &amp; Instruction</strong> who understands new course development, learning outcomes, and state requirements</td>
</tr>
</tbody>
</table>
| **Facilitators:** Laura Talbot, STC / Dr. Denise Devora, Educate Texas  
**Room:** Falcon Dam | **Facilitators:** Gisela Saenz, La Joya ISD / Kelly VanHee, Region One ESC  
**Room:** Sal Del Rey |
| **Department Chair for Developmental Math, Writing, & Reading for Integrated Reading /Writing** who would be a valuable resources for ELA | **District or Campus Leaders- English Content Specific:**  
Language Arts/Reading – Curriculum/Instructional Leaders, Lead Teachers, Content Coaches, etc. |
| **Facilitators:** Dr. Laura Saenz, UTPA / Dr. Luzelma Canales, Educate Texas  
**Room:** Starr | **Facilitators:** Cindy Garza, Region One ESC / Jose Ramos, Region One ESC  
**Room:** Cameron |
| **Student Affairs Leaders** (these may vary based on your organizational structure; should include people you can work on the administrative requirements with the ISD partners for documenting college readiness on transcripts; how this will be communicated between IHE/ISDs, etc.)  
- Dean of Admissions  
- Dean Enrollment Services  
- Registrar  
- P-16 Initiative Director | **District and Campus College Readiness Leaders** (these may vary based on your organizational structure; should include people who can work on the administrative requirements with IHE partners for documenting college readiness on transcripts; how this will be communicated between IHE/ISDs, etc.)  
- Deans of Instruction  
- Counselors  
- Facilitators and  
- Other College and Career Readiness decision-makers |
| **Facilitators:** Dr. Maggie Hinojosa, UTPA / Traci Wickett, United Way  
**Room:** Ft. McIntosh | **Facilitators:** Dr. Paula Gamma Garcia, Raymondville ISD / Belinda Gorena, Region One ESC  
**Room:** Ft. Ringgold |

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## Key Considerations

### College Preparatory Courses
**House Bill 5 Section 10**

<table>
<thead>
<tr>
<th>Statute</th>
<th>Institution of Higher Education Key Considerations</th>
<th>School District Key Considerations</th>
<th>Other Considerations</th>
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<td><strong>PARTNERSHIPS</strong></td>
<td>IHE Partners MOU</td>
<td>School Districts MOU</td>
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<tr>
<td>Each school district shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English Language Arts. Sec. §28.014 (a)</td>
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<tr>
<td><strong>COURSE DESIGN</strong></td>
<td>Learning Outcomes Alignment to College Readiness Expectations Assessment</td>
<td>Learning Outcomes Alignment to College Readiness Expectations Scope and Sequence Current Course Offerings Assessment</td>
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</tr>
<tr>
<td>The courses must be designed: (1) for students at the 12th grade level whose performance on:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(A) an end-of-course assessment instrument required under Section 39.023(c) does not meet college readiness standards; or</td>
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<tr>
<td>(B) coursework, a college entrance examination, or an assessment instrument designated under Section 51.3062(c) indicates that the student is not ready to perform entry-level college coursework; and</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(2) to prepare students for success in entry-level college courses. §28.014 (a) (1) (2)</td>
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<tr>
<td><strong>Method of Delivery</strong></td>
<td>High School Distance learning</td>
<td>High School Distance learning</td>
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<tr>
<td>A course developed under this section must be provided: (1) on the campus of the high school offering the course; or</td>
<td></td>
<td></td>
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<tr>
<td>through distance learning or as an online course provided through an institution of higher education with which the school district partners as provided by Subsection (a). §28.014 (b)</td>
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<td><strong>STAFF</strong></td>
<td>IHE Faculty Department Expertise Alignment</td>
<td>District and Campus Faculty ELA and mathematics Curriculum Experts Alignment Current Staff/Vacancy Staff Development</td>
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<td>Appropriate faculty of each high school offering courses under this section and appropriate faculty of each institution of higher education with which the school district partners shall meet regularly as necessary to ensure that each course is aligned with college readiness expectations. The commissioner of education, in coordination with the commissioner of higher education, may adopt rules to administer this subsection. §28.014 (c)</td>
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Next Steps

Adapted from: RGV Focus: College & Career Readiness Meeting
Wednesday, February 5, 2014; 9 AM – 12 PM

- Review and develop an action plan to address the development of the mathematics and English language arts College Prep Courses (CPC) to be implemented in the fall of 2014 for high school seniors who are on target to graduate high school, but have not met the TSI requirement.

- Convene a taskforce of ISD/IHE members to discuss the common understanding of course requirements and non-negotiables. Determine if stipends will be required for ISD/IHE faculty to develop CPC. Selection of ISD/IHE faculty to work on course development.

- Identify and create ISD/IHE ELA and Math teams to discuss the CPC content and assessment. Assessment comments: paper/pencil, computerized, or portfolio.

- Math and ELA status to be provided at CCR group at the March 5th meeting.

- Goal is no later than April for districts to make staffing/scheduling decisions.

- Review and approve the CPC course and assessment to be utilized across the RGV.

- Complete MOUs before last board meeting of the school year.

- TEA approval of the CPC course.
March 2014
- Identify Local Education Agencies and Institutions of Higher Education.
- Commit high school staff and IHE faculty willing to work collaboratively.
- Finalize a timeline for the development of the college preparatory courses.
- Open online survey feedback for stakeholders.

April 2014
- Create learning outcomes for college preparatory English language arts and mathematics.
- Develop mathematics and English language arts courses.
- Develop common assessments to determine college readiness in English language arts and mathematics.
- Continue online survey feedback for stakeholders.

May 2014
- Review college preparatory courses through expert groups.
- Determine professional development/capacity building needs.
- Develop an evaluation tool to assess the effectiveness of the mathematics and English language arts college preparatory courses.
- Final opportunity for online survey feedback for stakeholders.

Fall 2014
- Implement, monitor and evaluate mathematics and English language arts college preparatory courses.
- Provide ongoing professional development/capacity building.
- Continue ongoing collaborative dialogue with partners.
- Capture and replicate best and proven practices from key lessons learned.
References


Contact Information

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Edinburg Texas 78541
(956) 984-6100