



RGV FOCUS

a collaboration with Educate Texas

**RGV FOCUS: Communities Working Together
to Increase College Readiness**

TxCAN Statewide Meeting

June 19, 2015



HB5 College Prep Courses: A Regional Approach to Complying with a State Mandate

College Preparatory Courses



- Mandate for each school district to partner with at least one institution of higher education to develop two courses
 - *Mathematics and English Language Arts Courses*
- Courses are for 12th grade students who do not meet the college-readiness standards

Regional Approach



RGV FOCUS

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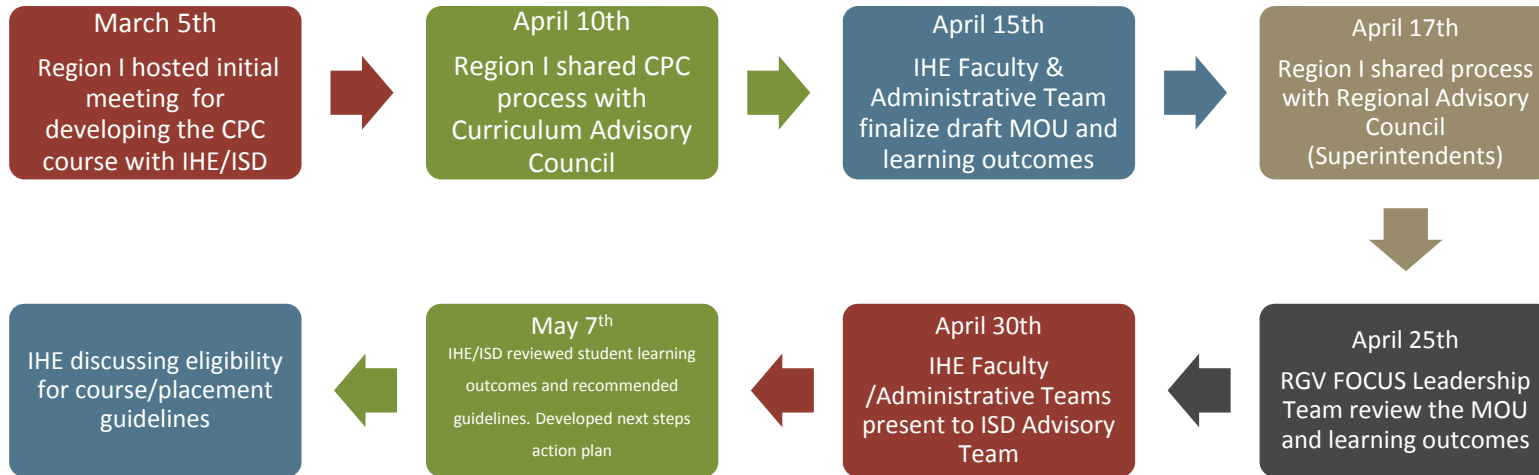


Regional Goal

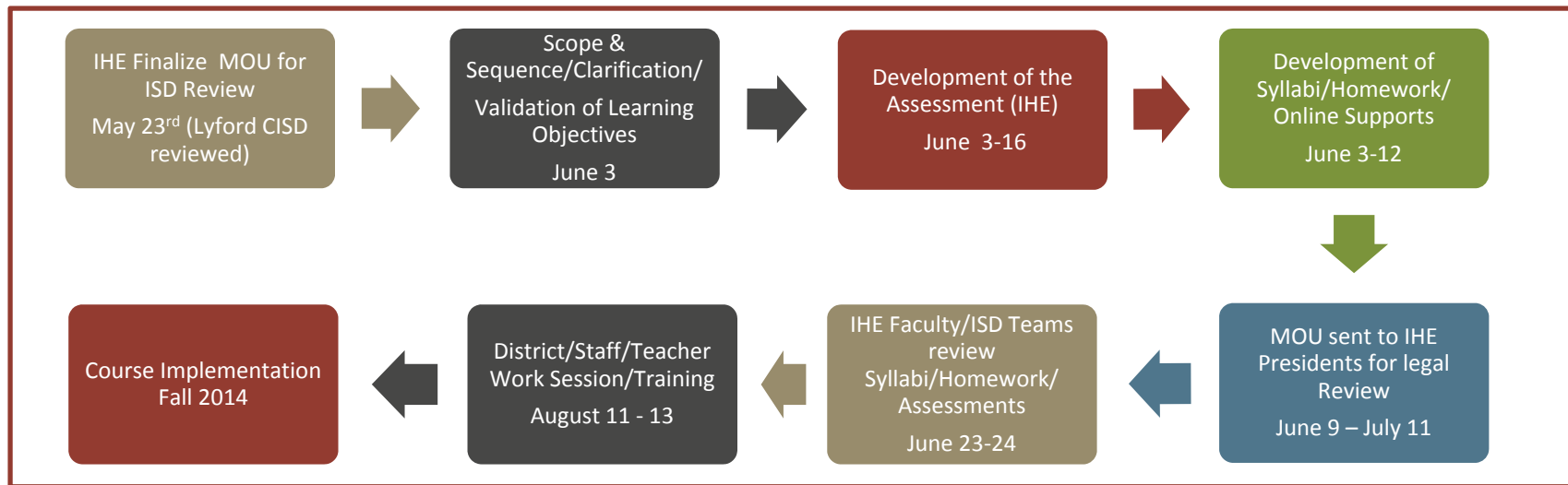


- To collaboratively create two courses that provide an opportunity for students to demonstrate college readiness in mathematics and/or English language arts while still in high school.
- Ensure that students are able to begin taking credit bearing courses their first year of college.

College Prep Course Timeline



Summer Timeline



ELA Learning Outcomes



LEARNING OUTCOMES	TEKS	CCRS
1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths	8(h), 9(m), 10a(h), 11a(6), 12cd(9,10,12), 11b(h), 12b(m,h), 13a(6), 9a(h), 13a(7), 8(h), 9ac(h), 10abc(m), 10ab(12), rcd(m), rcab(h), 9ad(9,10), 10ab(h), 11ab(m), 12abc(h), 3(9), 4(6), 7(6), 7(12), 8(m), rca(h)c(m), 2c(9,10), 3(9,12), 4(6), 5a(11), 6(8,10), 8(m), rc(m)b, 2b(h), 3b(m), 9(6,7,8,10), 10a(6,7,8,9,10,12), 11a(8), 3(9), 6(10,12), 7(11,12), 8(m,11), rca(h), 2a(10,12)b(12), 3c(6), 9b(12)d(h), 10b(9,11)d(m), 11a(7,8),rcf(m).... S4, A6. "Generic features" undefined in CCRS; TEKS emphasizes genre within rather than across texts. S4, A6. Minimal mention to audience in TEKS.	II.A
2. Comprehend and use vocabulary effectively in oral communication, reading and writing	1abc(h)d(9,10,11), 2bcd(m), 1a(h), 2a(m), 2d(8), 1e(h), 2e(m),2b(h), 3(11,12), 3bc(6), 3ab(8), 4(11,12), 5d(h), 2b(9,11,12), 3b(m), 3ac(7,8), 5abc(12), 6a(6,8), 2c(12), 3c(m), 2c(9,10), 3abc(m)	II.B
3. Identify and analyze the audience, purpose, and message across a variety of texts.	8(h), 9(6,7,8,10), 10a(6,7,8,9,10,12), 11 a(8)	II.A.9
4. Describe and apply insights gained from reading and writing to a variety of texts.	2a(11), 2c(12), 5b(10,12), rcac(m), rca(h)	II.D.1
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.	13a(h), 14ab(m), 15a(h), 16abd(h), 13a(h), 14ab(m), 20a(h), 21b(h), 23c(m), 23d(6,8), 13ab(h), 14ac(m), 15a(h), 16c(11,12), 16d(9,10), 21a(h), 22b(h), 23a(h), 24ab(m), 13ce(h), 14ce(m), 22ac(h), 13d(h), 14d(m), 17(h), 18(h), 19abc(m), 19(h), 20(m), 21(m)	I.A
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.	13a(h), 14ab(m), 15a(h), 16abd(h)	I.A.1
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.	13a(h), 14ab(m), 20a(h), 21b(h), 23c(m), 23d(6,8)	I.A.2
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.	13ab(h), 14ac(m), 15a(h), 16c(11,12), 16d(9,10), 21a(h), 22b(h), 23a(h), 24ab(m)	I.A.3
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.	13ce(h), 14ce(m), 22ac(h)	I.A.4
10. Recognize and apply the conventions of standard English in reading and writing.	13d(h), 14d(m), 17(h), 18(h), 19abc(m), 19(h), 20(m), 21(m)	I.A.5

Math A Learning Outcomes



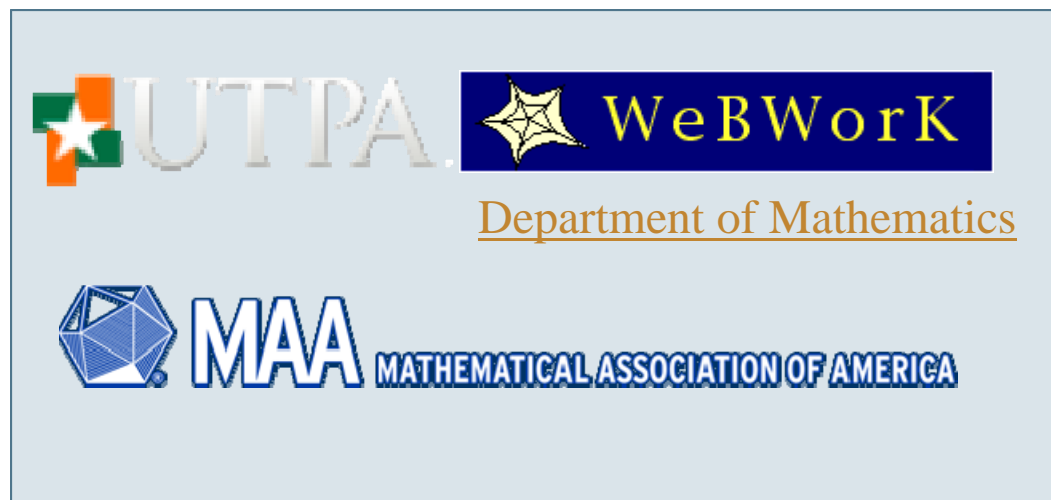
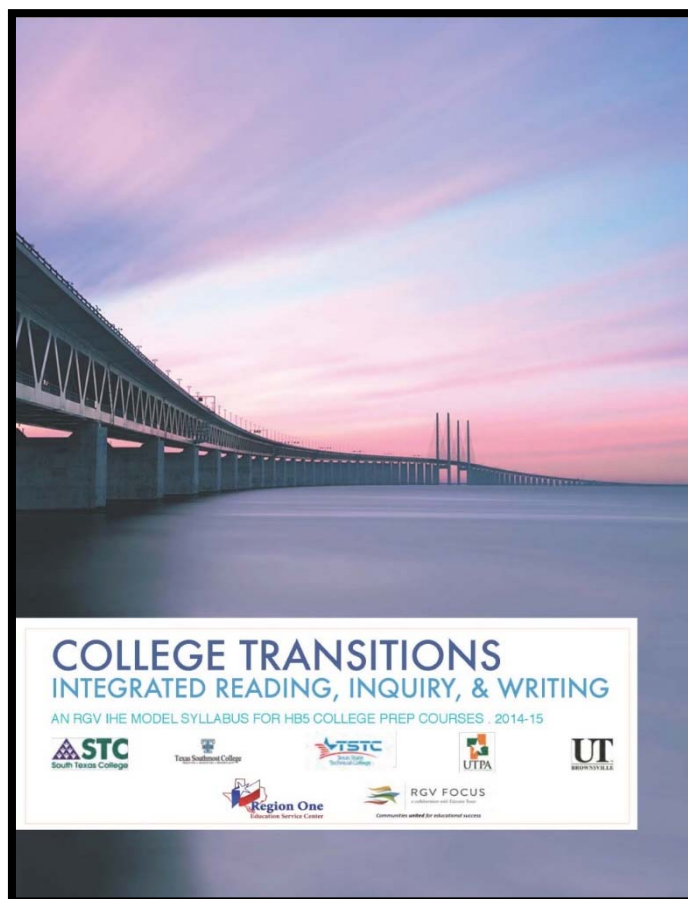
Math Learning Outcomes	TEKS	CCRS
Upon successful completion of Math Course A, students will:		
1. Identify and apply properties of real numbers, and perform accurate arithmetic operations with numbers in various formats and number systems.	6.1ABCDE, 6.2ABCE 7.1ABCDE, 7.2BDEF 8.1ABCDE, 8.2AB A.4, A.5A, A.11AB, A.12A 2A.2AB 2A.6C, 2A.8B M.1ABC, M.5AB, M.6, M.7A, P.1D	IA1, IA2, IB1
2. Demonstrate an understanding of linear equations, inequalities, and graphs.	6.10A, 6.12A, 7.11A, 7.14A, 8.12C A.1D, A.2C, A.3ABCF, A.5C, A.6A, A.8B, A.11B G.1D 2A.1B, 2A.6B M.1B, M.2A, P.1	IXB1
3. Demonstrate the ability to perform basic operations on polynomials, and an understanding of algebraic operations.	7.5A, 8.3B A.10BCDE, A.3DFG, A.4AB, A.5A, A.7BC, A.8BC 2A.3AB	IIC1, IIC2
4. Solve word problems and application problems.	6.11AB, 6.13B, 7.13AB, 7.15B, 8.14ABCD, 8.16B A.2ABCDEFGF, A.3BCE, A.4AC, A.5, A.6A, A.7C, A.8B, A.9, A.11AB G.3BCDE, G.5BCD, G.7C, G.8, G.9, G.10, G.11 2A.4A, 2A.9F, 2A.10B, 2A.11F, M.1AC, M.2CD, M.3A, M.5A, M.8C, P.2A, P.3	VIIIA1, VIIIA2, VIIIA3, VIIIA4, VIIIA5, VIIIB1, VIIIB2, VIIIC1, VIIIC2, VIIIC3, IXA3

Math B Learning Outcomes



Math Learning Outcomes	TEKS	CCRS
Upon successful completion of Math Course B, students will:		
1. Simplify, factor, and manipulate algebraic expressions and equations.	8.2B, 8.5B, 8.16B A.4, A.5A, A.6D, A.10BCDE 2A.2, 2A.3AB	IIA1, IIB1
2. Solve algebraic equations: Linear, Quadratic, Rational, and Radical.	7.5A, 8.3B A.3DFG, A.4AB, A.5A, A.7BC, A.8BC, A.10BCDE 2A.3ABC	IIC1, IIC2
3. Examine and interpret the linear and quadratic graphs of equations and inequalities.	6.10A, 6.12A, 7.5A, 7.11A, 7.14A, 8.5, 8.12C, 8.15A	IID1, IID2
4. Solve application problems.	6.11AB, 6.13B, 7.13AB, 7.15B, 8.14ABCD, 8.16B A.2ABCDEFG, A.3BCE, A.4AC, A.5, A.6A, A.7C, A.8B, A.9, A.11AB G.3BCDE, G.5BCD, G.7C, G.8, G.9, G.10, G.11 2A.4A, 2A.9F, 2A.10B, 2A.11F, M.1AC, M.2CD, M.3A, M.5A, M.8C, P.2A, P.3	VIIIA1, VIIIA2, VIIIA3, VIIIA4, VIIIA5, VIIIB1, VIIIB2, VIIIC1, VIIIC2, VIIIC3, IXA3
5. Use and interpret function notation in both algebraic and graphical contexts.	A.1, A.2, A.3ABCE, A.4AC, A.5AC, A.6, A.7AC, A.8B, A.9, A.10B, A.11BC, A.12A 2A.1, 2A.2B, 2A.4ABC, 2A.7ABC, 2A.9A, 2A.10A M.2D, P.1, P.2A	VIIA1, VIIA2, VIIB1, VIIB2

ELA/Math Instructional Resources



<https://itunes.apple.com/us/book/college-transitions/id906939850?mt=11>

<https://webwork.utpa.edu/CollegPrep-fall2014.html>

Frequently Asked Questions



The HB5 College Preparatory Courses in English and Math Designed for Rio Grande Valley Students

Answers to Your Frequently Asked Questions

Prepared by Jonikka Charlton, Virgil Pierce, and Colin Charlton, UTPA

The HB5 college prep courses in English and math were prepared in response to legislative requirements and instituted beginning Fall 2014. In the Rio Grande Valley, all local institutions of higher education worked closely with many local ISDs, RGV Focus, Educate Texas, and Region One ESC to develop a shared approach as formalized in a joint MOU so that all students from the region could be seamlessly supported regardless of high school or institution of higher education choice. Given the complexity of the cooperation involved, we have prepared these responses to frequently raised questions to assist our educational partners in implementing these courses.

- 1. Who should take these college prep course(s)?** These courses are for "bubble" students who want to go to college and have passed their End of Course (EOC) exams in reading, writing, and/or math, but are not yet college ready in one or more of those areas.
- 2. We already offer an ACT/SAT/TSI prep course on our high school campus. Can't we just use that current course in place of the college prep course?** No. College prep courses have been designed to meet a specific set of learning outcomes, some of which might overlap with a test prep course, but many of which will not, particularly for reading and writing. In addition, the final assessment for the reading/writing course is a portfolio of student work written (and revised) throughout the entirety of the course. There is no way to complete the portfolio without doing the work prescribed in the curriculum developed by the IHEs.
- 3. Where does the curriculum for the college prep courses come from?** School districts should assign instructors with a successful record in Algebra 1 and Algebra 2 instruction to the [math college prep course](#). The curriculum follows the TEKS objectives for Algebra 1 and part of Algebra 2 relatively closely, and instructors should be able to make use of existing lesson plans and techniques. The emphasis of the course must be on student work and practice with the material with the assumption that they have already seen much of it, but are working towards mastery. UTPA is providing a free online homework system, WebWork, or a school can opt to use the commercial software MyMathLab. Instructors should use one of these tools for in class activity or as a homework system. Instructors should attend training with UTPA faculty to learn more about the software and the course design. English faculty from the partnering IHEs have developed the curriculum for the [reading/writing college prep course](#); it includes a wealth of resources for teachers, including a free textbook with suggested readings, writing assignments, and rubrics. This material is available online via iTunes, iBooks, Google Drive, and a private blog. Contact Dr. Colin Charlton (ccharlton@utpa.edu) for more info.
- 4. What do the final assessments look like? Who grades them?** For [math](#), students will be given a common final exam. If the instructor utilizes the online homework system, Webwork, provided by UTPA free of charge, and can provide students with a computer lab or tablets for the final exam, and then the final exam can be administered in this system. Initial grading of the final exam will then be by the

10/15/2014

computer; instructors will have the option to assign partial credit based on written work collected or based on answers submitted but marked wrong (missing minus signs). For [reading/writing](#), students will turn in a portfolio of their work, which will contain four writing assignments that students have been working on throughout the year as part of the required curriculum. High school teachers will assess the portfolios using the rubric provided by the partnering IHEs. Teachers will be required to attend a calibration session with other course instructors, led by IHE faculty, to ensure consistency in scoring.

- 5. We hear from our teachers that the college prep course in English utilizes a "studio model" and the math course utilizes an "emporium" or "active learning" model. What are those, and how can I support my teachers in utilizing these approaches?** When you walk into a "studio" reading/writing classroom, you will see students actively working on their reading and writing assignments, giving and receiving feedback on their writing, revising their work, and conferencing one on one with their teacher on a daily basis. In math, we are asking that teachers follow an emporium or active learning model. The biggest hurdle is the availability of computers or tablets for use in class; the more these resources are available, the more practice and instantaneous feedback the students can receive.
- 6. How long will a student who successfully completes the college prep course (i.e. received a grade of 70 or higher both for the course AND the final assessment) be considered "college ready" in the respective area(s) at the partnering Institutions of Higher Education?** Students will be considered college ready at the partnering institutions for a period of one year. However, please remember that students can always (re)take the TSI Assessment at any time, and, if they score high enough, they will be deemed college ready at that time.
- 7. What happens if a student retests and becomes college ready in the middle of the course?** First of all, that's great! If doing so will not hurt the student in any way, s/he could drop the course. However, both the math and the reading/writing courses are designed to provide rigorous preparation for college in these areas. Completing the course may give the student an edge in many of the first credit-bearing courses the student takes in college. For math, the recommendation is that the instructor adjust the assignments and work for that student individually to follow a more advanced set of topics, touching on things that will be new or less familiar to the student like the more advanced objectives from Algebra 2. The WebWork homework system has appropriate problems available for instructors to use in this case.
- 8. Will successful completion of the college prep course and final assessment guarantee admission into the partnering institutions of higher education?** No, institutions of higher education will determine admission to their respective institutions.

For additional information on the HB5 course implementation in the Rio Grande Valley, contact:

- Dr. Colin Charlton, ELA higher education contact, UTPA, ccharlton@utpa.edu, (956) 250-5613
- Dr. Virgil Pierce, Math higher education contact, UTPA, piercevu@utpa.edu, (956) 665-3535
- Dr. Jonikka Charlton, Associate Vice Provost for Undergraduate Studies, UTPA, jcharlton@utpa.edu, (956) 878-8786
- Dr. Denise Davis, Associate Program Officer, Educate Texas, ddavis@ctexas.org, (214) 750-4222
- Dr. Tina Atkins, Region One, tatkins@esc1.net, (956) 984-6000

10/15/2014

Professional Development for Teachers



One day workshops:

- **August 12, 2014** – *University of Texas-Pan American*
 - *English Language Arts (Workshop # 43505)*
 - *Mathematics (Workshop# 43507)*
- **August 13, 2014** – *University Center at TSTC (Lower Valley)*
 - *English Language Arts (Workshop # 43514)*
 - *Mathematics (Workshop# 43515)*

A stylized graphic of a hand holding a pen, with the letters 'MOU' written in the center of the hand. The hand and pen are rendered in a light gray color, and the letters are in a dark gray, serif font. The background is white.

MOU

HB5 College Prep MOU



- **Memorandum of Understanding**
- **Document that defines the terms of the agreement between ISD or five IHEs**
- **Formalizes and defines the roles and responsibilities for implementation of HB5 College Prep Courses**
- **Builds sustainability through leadership changes**

MOU Critical Components



- 1. Scope of Services**
- 2. Term**
- 3. Support Services**
- 4. Non-Compliance**
- 5. Liability**
- 6. Notice**
- 7. Relationship of Parties**





RGV FOCUS & Region One would like to invite you to...

Signing Ceremony for the HB 5 College Prep Courses

Friday, August 22, 2014

10:00 AM



**South Texas College
Mid-Valley Campus
400 N. Border
Weslaco, Texas 78596**



Communities united for educational success

MOU Signing Ceremony



MOU Signing Ceremony



Lessons Learned



Developing a Common, Cohesive, and Understood Vision/Purpose

- Transparency
- Acknowledging fear and frustration with change

Capitalizing on Real Collective Need

- Mandate created urgency
- Collaboration value added

Win-Win

Cross Sector Knowledge Critical

- Acknowledge what each partner brings to the table
- Building on assets of all partners



Transcript Process

High School Transcripts



PEIMS numbers assigned:

- *English Language Arts – CP110100*
- *Mathematics – CP111200*
- *Transcripting Requirements:*
 - *HB5 code*
 - *Course grade and final assessment grade*

Sample Transcript



5/8/2016 Student Transcript Page 1 of 2

Student: PSJA High School Phan-San Juan-Alamo ISD
805 W. Ridge Rd. (901) 354-2300
San Juan, TX 78869 CEEB #: 445505

Birth Date: Phone: State ID:
Student ID: Grade: 12
Parent Guardian: Gender: F Graduation Date:
Certificate of Completion Date: TX Grant Eligibility: 1 Ethnicity: Hispanic/Latino
Race: White

Graduation Program Type: Rec He Prp-Tac Ch 74-8tu Speed Gr 9 after 2007

Year:	Gr:	Year:	Gr:												
2009-10	07	2010-11	08												
Building: Austin Middle School	108909041	Building: Austin Middle School	108909041												
Dept	Course	SEM1	SEM2	AVG	Credit	Dept	Course	SEM1	SEM2	AVG	Credit				
EL	Keybrdg	95	J	95	J	0.5	EL	SP COM	91	J	91	J	0.5		
GPA: 95	Tot Cr: 500	State: 0.5	Local: 0	GPA: 91	Tot Cr: 500	State: 0.5	Local: 0								
Year:	Gr:	Year:	Gr:												
2011-12	09	2012-13	10												
Building: PSJA High School	108909001	Building: PSJA High School	108909001												
Dept	Course	SEM1	SEM2	AVG	Credit	Dept	Course	SEM1	SEM2	AVG	Credit				
MA	ALG 1	80	83	87	1	SC	CHEM	70	60	66	0.5				
SC	BIO	80	88	84	1	LA	CHEAT WR	88	92	92	0.5				
LA	ENG 1	77	83	80	1	LA	Creative Writing	88	88	88	0.5				
MA	INSTUMTH	80	83	87	1	LA	ENG 2	84	82	88	1				
PE	PEADA	87	87	87	0.5	MA	GEDM	72	79	76	1				
PE	PEFOUND	83	83	83	0	MA	MTHMOD	72	79	76	1				
CT	PRINPLSC	71	80	81	1	PE	PEAA	87	87	87	0.5				
LA	SPAN 1	84	82	83	1	CT	PRDFCOMM	76	76	76	0.5				
SS	WGEO	78	82	80	1	FL	SSSPAN 2	82	82	82	1				
GPA: 83.1875	Tot Cr: 7.500	State: 7.5	Local: 0	GPA: 79.4375	Tot Cr: 7.000	State: 7	Local: 0								
Year:	Gr:	Year:	Gr:												
2013-14	11	2014-15	12												
Building: PSJA High School	108909001	Building: PSJA High School	108909001												
Dept	Course	SEM1	SEM2	AVG	Credit	Dept	Course	SEM1	SEM2	AVG	Credit				
MA	ALG 2	71	Q	78	Q	74	Q	1	CT	BUSM1	81	D	82	D	0.5
FA	ART 1	78	80	84	1	SC	CHEM	73	73	73	0.5				
CT	BUSM1	81	82	81	1	LA	CPELA	100	CP 80	CP 80	CP 80	CP 80	CP 80	CP 80	
LA	ENG 3	70	88	79	1	MA	CPMAT	88	CP 90	CP 88	CP 88	CP 88	CP 88		
CT	HLTHSCI	80	86	83	1	SS	ECC-FE	82	82	82	0				
BC	PHYSICS	73	Q	82	Q	1	LA	ENG 4	83	80	81	0.5			
SC	SCIRD	82	84	83	0.5	SS	GOVT	84	84	84	0.5				
BC	SCIRD2	82	84	83	0.5	CT	MICRO	82	81	81	0.5				
SS	US HIST	81	85	83	1	MA	PRE CALC	83	79	81	0.5				
GPA: 86.4444	Tot Cr: 0.000	State: 8	Local: 0	GPA: 86.4444	Tot Cr: 0.000	State: 8	Local: 0								
FL	SPAN 3	82	80	81	0.5	SS	WHST	74	74	74	0.5				
SS	WHST	74	74	74	0.5	LA	YBK1	82	42	62	0.5				
LA	YBK1	82	42	62	0.5										
				Tot Cr: 6.500	State: 6.5	Local: 0									

5/8/2016 Student Transcript Page 2 of 2

Student: PSJA High School Phan-San Juan-Alamo ISD
805 W. Ridge Rd. (901) 354-2300
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Birth Date: Phone: State ID:
Student ID: Grade: 12
Parent Guardian: Gender: F Graduation Date:
Certificate of Completion Date: TX Grant Eligibility: 1 Ethnicity: Hispanic/Latino
Race: White

Graduation Program Type: Rec He Prp-Tac Ch 74-8tu Speed Gr 9 after 2007

Type	GPA	Rank	Attendance Record
Weighted GPA	83.6961	257 / 435	ABSENCES 39
Raw GPA	83.0961	257 / 435	
Credit - Tot:	30.000	State: 30.000	Loc: 000

Activities

Band Middle School 7

Test Scores				
ACT-1-1	4/1/2014			
ACT Composite	14	English	12	Reading
Science	15			16
ACT-1-1	10/1/2014			
Math	19			
CP-EXM-1-1	5/29/2015			
CP ELA	85	CP Math	97	
SPI-EOC-AII-ALL	5/1/2012			
Algebra Scale Score	3750	Algebra Raw Score	27	World Geo Scale Score
				3333
SPI-EOC-AII-ALL	6/1/2013			
Eng 1 Writing Comp 2	0	Eng 2 Writing Comp 2	0	
SPI-EOC-AII-ALL	12/1/2013			
Eng 1 Reading Scale Score	1795	Eng 1 Writing Scale Score	1814	Eng 1 Writing Comp 1
Eng 2 Reading Scale Score	1808	Eng 2 Writing Raw Score	1709	Eng 2 Writing Comp 1
				4
				4
SPI-EOC-AII-ALL	4/1/2014			
Biology Scale Score	3415	Biology Raw Score	19	Eng 1 Alt Scale Score
Eng 2 Alt Scale Score	4000	US Hist Scale Score	3360	
SPI-TAKS-ALL-022009	4/1/2011			
ELA Version	K	Math	0776	Math Commended
Math Test Version	K			N



COLLEGE READINESS CERTIFICATE

THIS ACKNOWLEDGES THAT

[RECIPIENT NAME]

HAS SUCCESSFULLY COMPLETED THE HB5 COLLEGE PREP COURSE IN MATHEMATICS

[Name] High School
[School District]



[Principal's Name], Principal



Date of Birth: _____ Course Grade: _____ Final Assessment: _____

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COLLEGE READINESS CERTIFICATE

THIS ACKNOWLEDGES THAT

[RECIPIENT NAME]

HAS SUCCESSFULLY COMPLETED THE HB5 COLLEGE PREP COURSE IN ENGLISH LANGUAGE ARTS

[Name] High School
[School District]



[Principal's Name], Principal



Date of Birth: _____

Course Grade: _____

Final Assessment: _____

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COLLEGE READINESS CERTIFICATE

THIS ACKNOWLEDGES THAT

MARIA ESTHER RODRIGUEZ

HAS SUCCESSFULLY COMPLETED THE COLLEGE-LEVEL COURSE IN MATHEMATICS

Edcouch-Elsa High School
Edcouch-Elsa ISD



SAMPLE

Mr. Jaime Garcia, Principal



Date of Birth: 08/02/1997

Course Grade: 82

Final Assessment: 80

The background features several overlapping, wavy, grey shapes that create a sense of movement and depth. These shapes are layered, with some appearing in front of others, and they generally trend from left to right across the page. The text is centered within the largest, most prominent of these shapes.

Next Steps/Evaluation

Moving Beyond the Rio Grande Valley



Region One

- UT-Brownsville
- UT-Pan American
- UT-Rio Grande Valley
- South Texas College
- Texas Southmost College
- Texas State Technical College
- **Laredo Community College**
- **Texas A&M International University**

Region Two

- Coastal Bend College
- Del Mar College
- Texas A&M University – Corpus Christi
- Texas A&M University – Kingsville

Process

- Joint Meeting between Faculty and Administrator Teams
- Review of Instructional Materials
- Identification of Key Contacts
- Review by Presidents and Legal Councils

Note: Bolded IHEs in Region One are outside the RGV

Preliminary Evaluation Plan



- IHE Assessment Team
- 500 ELA students and 800 math students enrolled
- Formative evaluation through classroom observations
 - *Are courses implemented as intended?*
- Site visits include observations and recorded conversations with classroom teachers
- Feedback to the classroom teachers
- Adjustments to instructional materials



Progress moves at the speed of trust.

~Collective Impact Practitioner

Find us at <http://rgvfocus.org/>



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Daniel Tesfay,
RGV FOCUS Data Analyst
214-236-7902 | dtesfay@cftexas.org



RGV FOCUS

a collaboration with Educate Texas

*Communities **united** for educational success*

_____ **INDEPENDENT SCHOOL DISTRICT**

MEMORANDUM OF UNDERSTANDING
_____ **INDEPENDENT SCHOOL DISTRICT AND**
RIO GRANDE VALLEY INSTITUTIONS OF HIGHER EDUCATION
COLLEGE PREP MATHEMATICS AND ENGLISH LANGUAGE ARTS COURSES

This Memorandum of Understanding (MOU) is entered into as of the 22nd day of August, 2014 (the Effective Date) between the _____ Independent School District (ISD), a Texas independent school district located at _____, and the University of Texas Pan-American, the University of Texas at Brownsville, South Texas College, Texas State Technical College-Harlingen, and Texas Southmost College (herein referred to as Rio Grande Valley Institutions of Higher Education [RGV IHEs]).

WHEREAS, The State of Texas mandated via House Bill 5, Section 10 that 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;

WHEREAS the parties have agreed to enter into a collaborative agreement regarding students who are deemed to not be college ready per House Bill 5, Section 10;

WHEREAS, _____ Independent School District and RGV IHEs jointly recognized an opportunity to create seamless pathways for students to enter into college level work in mathematics and English Language Arts without further remediation;

NOW, THEREFORE, in consideration of the conditions contained in this MOU, the receipt and sufficiency of which are hereby acknowledged, _____ ISD and the RGV IHEs, agree as follows:

1. Scope of Services. _____ ISD and the RGV IHE's agree to collaborate to develop and maintain college preparatory mathematics and English language arts courses that meet the terms of this agreement as outlined below in the Support and Services section of this MOU. _____ ISD and the RGV IHE's will meet regularly to maintain the integrity and evaluate the effectiveness of the program.
2. Term. The initial term of this MOU shall begin on August 1, 2014 and continue for a period of three years. Thereafter, the RGV IHEs may renew this MOU for two (2) consecutive one (1) year terms by delivering written notice to _____ ISD. The initial term and any renewal term(s) are collectively referred to in this MOU as "Term." Either party may terminate this MOU, without cause, upon at least thirty (30) calendar days prior written notice to the other party, with termination effective upon the expiration of the thirty (30) days or as mutually agreed to by the parties.

3. Support and Services. _____ ISD and the RGV IHEs agree to the following conditions:
- A. The RGV IHEs agree to the following for both the mathematics and English language arts courses:
 - i. To share data and provide feedback regarding student success on applicable entry-level college courses for students who complete college preparatory courses-as defined in this MOU;
 - ii. To recognize and honor course(s) on school district transcripts for up to one year after high school graduation;
 - iii. To provide advisement for students into eligible college level coursework;
 - B. The RGV IHEs agree to the following for the college preparatory mathematics course:
 - i. To develop the Student Learning Outcomes;
 - ii. To develop the master syllabi for the courses being offered;
 - iii. To develop the final assessments for the math courses;
 - C. The RGV IHEs agree to the following for the college preparatory English language arts course:
 - i. To develop the Student Learning Outcomes;
 - ii. To develop the master syllabi for the courses being offered;
 - iii. To develop evaluative criteria and tools for student work;
 - iv. To develop the final assessment(s) for the Integrated Reading and Writing course
 - D. _____ ISD agrees to the following for both the mathematics and English language arts courses:
 - i. To provide highly qualified instructors for the courses being taught (Math and ELA Secondary Certification);
 - ii. To include only those students on track to meeting high school graduation requirements as measured by End of Course exams (EOCs);
 - iii. To notify parents and students of the benefits of enrolling in the college prep course (s);
 - iv. To provide students with the option of opting out of the college prep course (s);
 - v. To provide professional development and resources required to teach the mathematics and English language arts courses;
 - vi. To identify successful completion of the course(s) on the student transcripts as determined by the State of Texas PEIMS number: English Language Arts – CP110100; Mathematics – CP111200;
 - vii. To provide curriculum for the course that is consistent with the RGV IHE’s Student Learning Outcomes;
 - viii. To deny students enrolled in these courses exemptions from final exams in the college preparatory courses as defined in this MOU;
 - ix. To administer the RGV IHEs’ final assessment(s) and award credit for the course only if the student’s exam grade is at least 70 percent;

- x. To accept completion of the college preparatory course(s) and demonstration of readiness, by the RGV IHEs, the student's grade for the course must be at least 70 and a minimum of a 70 on the final assessment;

E. _____ ISD agrees to the following for the college preparatory mathematics course:

- i. To provide and utilize online math resources for each student enrolled in the course;
- ii. The fall (A) semester on the student transcript will correspond to MATH A CP111200 and the spring semester (B) will correspond to MATH B CP111200;

F. _____ ISD agrees to the following for the college preparatory English language arts course:

- i. To teach and grade the required essays according to the professional development provided by the RGV IHEs.

G. Individual High Schools or School Districts may be approached by the RGV IHEs with the option of using alternative course designs for the College Preparatory sequence. This will be done with the intent of innovating, and ultimately making improvements to the common course design.

4. Non-Compliance. Notwithstanding any provision herein to the contrary, if the RGV IHEs do not comply with any part of this MOU, and the failure to comply is not corrected within thirty (30) calendar days after written notice from _____ ISD, this MOU may be terminated immediately upon written notice from _____ ISD in _____ ISD's sole discretion.

5. Liability. Neither _____ ISD nor its trustees, officers, employees or agents shall have any liability or responsibility for any claim or cause or action of any person or group arising from (a) the use of district property and/or equipment by the RGV IHEs and the RGV IHEs officers, volunteers, employees, contractors, agents, invitees, licensees, participants, and visitors, or (b) noncompliance with this MOU, or (c) any act, omission, or negligence of the RGV IHEs', or any of its officers', agents', employees, contractors, invitees, licensees, volunteers, participants or visitors.

EXCEPT AS MAY OTHERWISE BE PROVIDED HEREIN, _____ ISD MAKES NO EXPRESS OR IMPLIED WARRANTIES OF ANY KIND. TO THE FULLEST EXTENT PERMISSIBLE UNDER APPLICABLE LAW, _____ ISD DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, WARRANTIES OF PERFORMANCE, MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, ACCURACY, OMISSIONS, COMPLETENESS, AND DELAYS. EXCEPT AS EXPRESSLY PROVIDED HEREIN OR AS REQUIRED BY LAW, UNDER NO CIRCUMSTANCES SHALL _____ ISD BE LIABLE FOR EXEMPLARY, SPECIAL, PUNITIVE, CONSEQUENTIAL, OR INCIDENTAL DAMAGES, INCLUDING, WITHOUT LIMITATION, LOST PROFITS, BUSINESS REVENUE, OR

GOODWILL DUE TO ANY CAUSE WHATSOEVER, EVEN IF
ISD HAS BEEN ADVISED OF THE POSSIBILITY
OF SUCH DAMAGES.

6. Indemnity. TO THE EXENT ALLOWED BY THE CONSTITUTION AND THE LAWS OF THE STATE OF TEXAS, ISD AND THE RGV IHES AGREE THAT EACH PARTY SHALL INDEMNIFY, DEFEND, AND HOLD HARMLESS ISD AND ISD'S PAST, PRESENT, AND FUTURE TRUSTEES, OFFICERS, AND EMPLOYEES, FROM AND AGAINST ALL CLAIMS, DEMANDS, CAUSES OF ACTION, DAMAGES, COSTS, AND EXPENSES, INCLUDING, WITHOUT LIMITATION, COURT COSTS AND REASONABLE ATTORNEYS' FEES, OF ANY KIND OR NATURE ASSERTED BY ANY THIRD PARTY, ARISING OUT OF, ANY ACTS OF THE INDEMNIFYING PARTY, AND/OR THE INDEMNIFYING PARTY'S PARTICIPANTS, VISITORS, AGENTS, EMPLOYEES, CONTRACTORS, INVITEES, OR LICENSEES DONE IN CONNECTION WITH THIS MOU. Each party's obligations under this clause shall survive termination or expiration of this MOU.

7. Notice. All notices or other communications required or permitted hereunder shall be in writing, and shall be personally delivered or sent by registered or certified mail, return receipt request, courier delivery, electronic mail, facsimile or receipted overnight mail, and shall be deemed received upon the earlier of (a) the date of delivery, if personally delivered, or (b) three (3) business days after the date of posting by the U.S. postal service, if mailed. All such notices or communications shall be addressed as follows:

If to _____ ISD: _____
Superintendent _____ ISD
Address: _____

If to the RGV IHE's:

Dr. Julieta Garcia
President
The University of Texas at Brownsville
One West University Boulevard
Brownsville, Texas 78520

Dr. Robert Nelson
President
The University of Texas Pan American
1201 W. University Drive
Edinburg, Texas 78539

Dr. Shirley Reed
President
South Texas College
3201 W. Pecan Boulevard
McAllen, Texas 78501

Dr. Stella Garcia
President
Texas State Technical College
1902 North Loop 499
Harlingen, Texas 78550

Dr. Lily Tercero
President
Texas Southmost College
80 Fort Brown
Brownsville, Texas 78520

Either party may change such address for notice for the party designated to receive such notice by giving advance written notice to the other party as provided in this paragraph.

8. Relationship of the Parties. It is understood and agreed that the RGV IHEs are separate legal entities from _____ ISD and the RGV IHEs are not employees, agents, joint ventures, or partners of _____ ISD. Nothing in this Agreement shall be interpreted or construed as creating or establishing

the relationship of employer and employee between _____
ISD and either the RGV IHEs or any employees or agents of the RGV IHEs.

9. No Waiver of _____ ISD's or IHEs' Immunity. The execution of this MOU and the performance by _____ ISD and/or the IHEs of any of its obligations hereunder are not, and are not intended to waive or relinquish, and _____ ISD and/or the IHEs shall not waive or relinquish, any governmental, sovereign immunity or defense from or to liability or prosecution available to _____ ISD, its trustees, officers, employees, or agents under federal or Texas laws.
10. No Third Party Beneficiaries. Nothing in this MOU shall be deemed or construed to create any third party beneficiaries or otherwise give any third party any claim or right of action against any party to this MOU.
11. Governing Law and Venue. This MOU shall be governed by and construed in accordance with the laws of the State of Texas, without regard to its conflicts of laws provisions. The mandatory and exclusive venue for the adjudication or resolution of any dispute arising out of this Agreement shall be in Starr, Hidalgo, Willacy, and Cameron Counties, Texas.
12. Entire Agreement. This MOU and the attached and incorporated addendum or exhibits, if any, contain the entire agreement of the parties relative to the purpose(s) of the MOU and supersede any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the parties to this MOU.
13. Severability. In the event that any one or more of the provisions contained in this MOU shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and the MOU shall be construed as if such invalid, illegal, or unenforceable provision had never been contained in it.
14. Interpretation. The parties agree that the normal rules of construction that require that any ambiguities in this MOU are to be construed against the drafter shall not be employed in the interpretation of this MOU.
15. Changes and Amendments. This MOU may be amended, modified, and/or supplemented only by the mutual agreement of the parties, in writing, to be attached to and incorporated in this MOU.
16. Assignment. Neither this MOU nor any rights, duties, or obligations under it shall be assignable by the RGV IHEs without the prior written acknowledgment and authorization of _____ ISD. Any attempted assignment by the RGV IHEs without _____ ISD's prior written consent shall be void.
17. No Waiver. No failure on the part of either party at any time to require the performance by the other party of any term hereof shall be taken or held to be a waiver of such term or in any way affect such party's right to enforce such term, and no waiver on the part of either party of any term hereof shall be taken or held to be a waiver of any other term hereof or the breach thereof. No waiver, alteration, or modification of any of the provisions of this MOU shall be binding unless in writing and signed by duly authorized representatives of the parties hereto.

18. Captions. The captions herein are for convenience and identification purposes only, are not an integral part hereof, and are not to be considered in the interpretation of any part hereof.
19. Counterparts. This MOU may be executed in separate counterparts, each of which when so executed shall be an original, but all of such counterparts shall together constitute but one and the same instrument.

Executed this 22nd day of August, 2014.

Superintendent

INDEPENDENT SCHOOL DISTRICT

Dr. Julieta Garcia, President

THE UNIVERSITY OF TEXAS BROWNSVILLE

Dr. Havidan Rodriguez, President Ad Interim

THE UNIVERSITY OF TEXAS—PAN AMERICAN

Dr. Shirley Reed, President

SOUTH TEXAS COLLEGE

Dr. Stella Garcia, President

TEXAS STATE TECHNICAL COLLEGE

Dr. Lily Tercero

TEXAS SOUTHMOST COLLEGE

It is the policy of the _____ Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in its Career Technical Education programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The HB5 College Preparatory Courses in English and Math Designed for Rio Grande Valley Students

Answers to Your Frequently Asked Questions

Prepared by Jonikka Charlton, Virgil Pierce, and Colin Charlton, UTPA

The HB5 college prep courses in English and math were prepared in response to legislative requirements and instituted beginning Fall 2014. In the Rio Grande Valley, all local institutions of higher education worked closely with many local ISDs, RGV Focus, Educate Texas, and Region One ESC to develop a shared approach as formalized in a joint MOU so that all students from the region could be seamlessly supported regardless of high school or institution of higher education choice. Given the complexity of the cooperation involved, we have prepared these responses to frequently raised questions to assist our educational partners in implementing these courses.

- 1. *Who should take these college prep course(s)?*** These courses are for “bubble” students who want to go to college and have passed their End of Course (EOC) exams in reading, writing, and/or math, but are not yet college ready in one or more of those areas.
- 2. *We already offer an ACT/SAT/TSI prep course on our high school campus. Can't we just use that current course in place of the college prep course?*** No. College prep courses have been designed to meet a specific set of learning outcomes, some of which might overlap with a test prep course, but many of which will not, particularly for reading and writing. In addition, the final assessment for the reading/writing course is a portfolio of student work written (and revised) throughout the entirety of the course. There is no way to complete the portfolio without doing the work prescribed in the curriculum developed by the IHEs.
- 3. *Where does the curriculum for the college prep courses come from?*** School districts should assign instructors with a successful record in Algebra 1 and Algebra 2 instruction to the *math college prep course*. The curriculum follows the TEKS objectives for Algebra 1 and part of Algebra 2 relatively closely, and instructors should be able to make use of existing lesson plans and techniques. The emphasis of the course must be on student work and practice with the material with the assumption that they have already seen much of it, but are working towards mastery. UTPA is providing a free online homework system, WebWork, or a school can opt to use the commercial software MyMathLab. Instructors should use one of these tools for in class activity or as a homework system. Instructors should attend training with UTPA faculty to learn more about the software and the course design. English faculty from the partnering IHEs have developed the curriculum for the *reading/writing college prep course*; it includes a wealth of resources for teachers, including a free textbook with suggested readings, writing assignments, and rubrics. This material is available online via iTunes, iBooks, Google Drive, and a private blog. Contact Dr. Colin Charlton (ccharlton@utpa.edu) for more info.
- 4. *What do the final assessments look like? Who grades them?*** For *math*, students will be given a common final exam. If the instructor utilizes the online homework system, Webwork, provided by UTPA free of charge, and can provide students with a computer lab or tablets for the final exam, and then the final exam can be administered in this system. Initial grading of the final exam will then be by the

computer; instructors will have the option to assign partial credit based on written work collected or based on answers submitted but marked wrong (missing minus signs). For *reading/writing*, students will turn in a portfolio of their work, which will contain four writing assignments that students have been working on throughout the year as part of the required curriculum. High school teachers will assess the portfolios using the rubric provided by the partnering IHEs. Teachers will be required to attend a calibration session with other course instructors, led by IHE faculty, to ensure consistency in scoring.

- 5. *We hear from our teachers that the college prep course in English utilizes a "studio model" and the math course utilizes an "emporium" or "active learning" model. What are those, and how can I support my teachers in utilizing these approaches?*** When you walk into a "studio" reading/writing classroom, you will see students actively working on their reading and writing assignments, giving and receiving feedback on their writing, revising their work, and conferencing one on one with their teacher on a daily basis. In math, we are asking that teachers follow an emporium or active learning model. The biggest hurdle is the availability of computers or tablets for use in class; the more these resources are available, the more practice and instantaneous feedback the students can receive.
- 6. *How long will a student who successfully completes the college prep course (i.e. received a grade of 70 or higher both for the course AND the final assessment) be considered "college ready" in the respective area(s) at the partnering Institutions of Higher Education?*** Students will be considered college ready *at the partnering institutions* for a period of one year. However, please remember that students can always (re)take the TSI Assessment at any time, and, if they score high enough, they will be deemed college ready at that time.
- 7. *What happens if a student retests and becomes college ready in the middle of the course?*** First of all, that's great! If doing so will not hurt the student in any way, s/he could drop the course. However, both the math and the reading/writing courses are designed to provide rigorous preparation for college in these areas. Completing the course may give the student an edge in many of the first credit-bearing courses the student takes in college. For math, the recommendation is that the instructor adjust the assignments and work for that student individually to follow a more advanced set of topics, touching on things that will be new or less familiar to the student like the more advanced objectives from Algebra 2. The WebWork homework system has appropriate problems available for instructors to use in this case.
- 8. *Will successful completion of the college prep course and final assessment guarantee admission into the partnering institutions of higher education?*** No, institutions of higher education will determine admission to their respective institutions.

For additional information on the HB5 course implementation in the Rio Grande Valley, contact:

- Dr. Colin Charlton, ELA higher education contact, UTPA, ccharlton@utpa.edu, (956) 250-5613
- Dr. Virgil Pierce, Math higher education contact, UTPA, piercevu@utpa.edu, (956) 665-3535
- Dr. Jonikka Charlton, Associate Vice Provost for Undergraduate Studies, UTPA, jcharlton@utpa.edu, (956) 878-8786
- Dr. Denise Davis, Associate Program Officer, Educate Texas, ddavis@cftexas.org, (214) 750-4222
- Dr. Tina Atkins, Region One, tatkins@esc1.net, (956) 984-6000



LEARNING OUTCOMES	TEKS	CCRS
1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths	8(h), 9(m), 10a(h), 11a(6), 12cd(9,10,12), 11b(h), 12b(m,h), 13a(6), 9a(h), 13a(7), 8(h), 9ac(h), 10abc(m), 10ab(12), rcd(m), rcab(h), 9ad(9,10), 10ab(h), 11ab(m), 12abc(h), 3(9), 4(6), 7(6), 7(12), 8(m), rca(h)c(m), 2c(9,10), 3(9,12), 4(6), 5a(11), 6(8,10), 8(m), rc(m)b, 2b(h), 3b(m), 9(6,7,8,10), 10a(6,7,8,9,10,12), 11a(8), 3(9), 6(10,12), 7(11,12), 8(m,11), rca(h), 2a(10,12)b(12), 3c(6), 9b(12)d(h), 10b(9,11)d(m), 11a(7,8),rcf(m).... S4, A6. "Generic features" undefined in CRS; TEKS emphasizes genre within rather than across texts. S4, A6. Minimal mention to audience in TEKS.	II.A
2. Comprehend and use vocabulary effectively in oral communication, reading and writing	1abc(h)d(9,10,11), 2bcd(m), 1a(h), 2a(m), 2d(8), 1e(h), 2e(m),2b(h), 3(11,12), 3bc(6), 3ab(8), 4(11,12), 5d(h), 2b(9,11,12), 3b(m), 3ac(7,8), 5abc(12), 6a(6,8), 2c(12), 3c(m), 2c(9,10), 3abc(m)	II.B
3. Identify and analyze the audience, purpose, and message across a variety of texts.	8(h), 9(6,7,8,10), 10a(6,7,8,9,10,12), 11 a(8)	II.A.9
4. Describe and apply insights gained from reading and writing to a variety of texts.	2a(11), 2c(12), 5b(10,12), rcac(m), rca(h)	II.D.1
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer’s purpose.	13a(h), 14ab(m), 15a(h), 16abd(h), 13a(h), 14ab(m), 20a(h), 21b(h), 23c(m), 23d(6,8), 13ab(h), 14ac(m), 15a(h), 16c(11,12), 16d(9,10), 21a(h), 22b(h), 23a(h), 24ab(m), 13ce(h), 14ce(m), 22ac(h), 13d(h), 14d(m), 17(h), 18(h), 19abc(m), 19(h), 20(m), 21(m)	I.A
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.	13a(h), 14ab(m), 15a(h), 16abd(h)	I.A.1



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7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.	13a(h), 14ab(m), 20a(h), 21b(h), 23c(m), 23d(6,8)	I.A.2
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.	13ab(h), 14ac(m), 15a(h), 16c(11,12), 16d(9,10), 21a(h), 22b(h), 23a(h), 24ab(m)	I.A.3
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.	13ce(h), 14ce(m), 22ac(h)	I.A.4
10. Recognize and apply the conventions of standard English in reading and writing.	13d(h), 14d(m), 17(h), 18(h), 19abc(m), 19(h), 20(m), 21(m)	I.A.5

Math Learning Outcomes	TEKS	CCRS
Upon successful completion of Math Course A, students will:		
1. Identify and apply properties of real numbers, and perform accurate arithmetic operations with numbers in various formats and number systems.	6.1ABCDE, 6.2ABCE 7.1ABCDE, 7.2BDEF 8.1ABCDE, 8.2AB A.4, A.5A, A.11AB, A.12A 2A.2AB 2A.6C, 2A.8B M.1ABC, M.5AB, M.6, M.7A, P.1D	IA1, IA2, IB1
2. Demonstrate an understanding of linear equations, inequalities, and graphs.	6.10A, 6.12A, 7.11A, 7.14A, 8.12C A.1D, A.2C, A.3ABCF, A.5C, A.6A, A.8B, A.11B G.1D 2A.1B, 2A.6B M.1B, M.2A, P.1	IXB1
3. Demonstrate the ability to perform basic operations on polynomials, and an understanding of algebraic operations.	7.5A, 8.3B A.10BCDE, A.3DFG, A.4AB, A.5A, A.7BC, A.8BC 2A.3AB	IIC1, IIC2
4. Solve word problems and application problems.	6.11AB, 6.13B, 7.13AB, 7.15B, 8.14ABCD, 8.16B A.2ABCDEFGF, A.3BCE, A.4AC, A.5, A.6A, A.7C, A.8B, A.9, A.11AB G.3BCDE, G.5BCD, G.7C, G.8, G.9, G.10, G.11 2A.4A, 2A.9F, 2A.10B, 2A.11F, M.1AC, M.2CD, M.3A, M.5A, M.8C, P.2A, P.3	VIIIA1, VIIIA2, VIIIA3, VIIIA4, VIIIA5, VIIIB1, VIIIB2, VIIIC1, VIIIC2, VIIIC3, IXA3

Math Learning Outcomes	TEKS	CCRS
Upon successful completion of Math Course B, students will:		
1. Simplify, factor, and manipulate algebraic expressions and equations.	8.2B, 8.5B, 8.16B A.4, A.5A, A.6D, A.10BCDE 2A.2, 2A.3AB	IIA1, IIB1
2. Solve algebraic equations: Linear, Quadratic, Rational, and Radical.	7.5A, 8.3B A.3DFG, A.4AB, A.5A, A.7BC, A.8BC, A.10BCDE 2A.3ABC	IIC1, IIC2
3. Examine and interpret the linear and quadratic graphs of equations and inequalities.	6.10A, 6.12A, 7.5A, 7.11A, 7.14A, 8.5, 8.12C, 8.15A	IID1, IID2
4. Solve application problems.	6.11AB, 6.13B, 7.13AB, 7.15B, 8.14ABCD, 8.16B A.2ABCDEFGF, A.3BCE, A.4AC, A.5, A.6A, A.7C, A.8B, A.9, A.11AB G.3BCDE, G.5BCD, G.7C, G.8, G.9, G.10, G.11 2A.4A, 2A.9F, 2A.10B, 2A.11F, M.1AC, M.2CD, M.3A, M.5A, M.8C, P.2A, P.3	VIIIA1, VIIIA2, VIIIA3, VIIIA4, VIIIA5, VIIIB1, VIIIB2, VIIIC1, VIIIC2, VIIIC3, IXA3
5. Use and interpret function notation in both algebraic and graphical contexts.	A.1, A.2, A.3ABCE, A.4AC, A.5AC, A.6, A.7AC, A.8B, A.9, A.10B, A.11BC, A.12A 2A.1, 2A.2B, 2A.4ABC, 2A.7ABC, 2A.9A, 2A.10A M.2D, P.1, P.2A	VIIA1, VIIA2, VIIB1, VIIB2



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COLLEGE READINESS CERTIFICATE

THIS ACKNOWLEDGES THAT

[RECIPIENT NAME]

HAS SUCCESSFULLY COMPLETED THE HB5 COLLEGE PREP COURSE IN MATHEMATICS

[Name] High School
[School District]



[Principal's Name], Principal



Date of Birth: _____

Course Grade: _____

Final Assessment: _____



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COLLEGE READINESS CERTIFICATE

THIS ACKNOWLEDGES THAT

[RECIPIENT NAME]

HAS SUCCESSFULLY COMPLETED THE HB5 COLLEGE PREP COURSE IN ENGLISH LANGUAGE ARTS

[Name] High School
[School District]



[Principal's Name], Principal



Date of Birth: _____

Course Grade: _____

Final Assessment: _____



RGV FOCUS
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COLLEGE READINESS CERTIFICATE

THIS ACKNOWLEDGES THAT

MARIA ESTHER RODRIGUEZ

HAS SUCCESSFULLY COMPLETED THE COLLEGE PREP COURSE IN MATHEMATICS

Edcouch-Elsa High School
Edcouch-Elsa ISD



Mr. Jaime Garcia, Principal



Date of Birth: 08/02/1997

Course Grade: 82

Final Assessment: 80

MEMORANDUM OF AGREEMENT
BETWEEN

REGION ONE

University of Texas at Brownsville
University of Texas—Pan American
University of Texas Rio Grande Valley
South Texas College
Texas Southmost College
Texas State Technical College
Laredo Community College
Texas A&M International University

REGION TWO

Coastal Bend College
Del Mar College
Texas A&M University-Corpus Christi
Texas A&M University-Kingsville

College Preparatory Courses in English Language Arts and Mathematics

This Memorandum of Agreement (MOA) is made and entered into on the date of the final signature hereto, by and between the named institutions of higher education of Texas.

I. Background and Purpose:

The State of Texas mandated via House Bill 5, Section 10 that each school district shall partner with at least one institution of higher education to develop and provide college preparatory courses in English language arts and Mathematics.

In order to best serve the students in Region One and Region Two, the institutions of higher education agree to honor each other's college preparatory courses, providing a seamless pathway for students to enter into college level courses in English language arts and mathematics without needing developmental course work.

Details related to these two courses are provided in the addenda to this base agreement.

The institutions of higher education agree to the following terms:

Students who perform to the indicated college readiness standard in the college preparatory course in mathematics or English language arts are considered college-ready in that subject and will be allowed to enroll in the first college course in that subject, as outlined in the Memo of Understanding entered between Region One and Region Two school districts and their respective Institutions of Higher Education. The students will not be required to take the TSI assessment or be placed in developmental courses.

II. Duration of MOA:

The effective date of this MOA will be the last signatory date of the participating parties and

will remain in effect for one year or until parties cancel, in accordance with the terms set forth in Section III cancel the agreement. The parties may renew the MOA after the initial term.

III. Amendment or Cancellation of the MOA.

This MOA may be amended at any time in writing and by mutual consent of the parties. Participation in the MOA may be cancelled by any participating party upon 30 days written notice.

It is understood by the parties that each shall fulfill its responsibilities under this MOA in accordance with the provisions of law and regulation, which govern their activities. Nothing in this MOA is intended to negate or otherwise render ineffective any such provisions or operating procedures.

IV. No Reimbursement.

Each party shall bear its own costs and expenses incurred under this MOA without expectation of reimbursement from other parties except as specifically provided.

V. Relationship of the Parties.

This MOA does not create a partnership or joint venture between the parties. No party may bind one or more of the others, or otherwise act in any way as the representative of one or more of the others, unless specifically authorized, in advance and in writing, to do so, and then only for the limited purpose stated in the authorization.

VI. Entire Agreement.

This MOA and the attached and incorporated addenda or exhibits, if any, contain the entire agreement of the parties relative to the purpose(s) of the MOA and supersede any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the parties to this MOA.

VII. Signatory Approval

The undersigned parties bind themselves to the faithful performance of this MOA. It is mutually understood that this MOA becomes effective between the parties involved at the time of their signature.

REGION ONE INSTITUTIONS OF HIGHER EDUCATION

The University of Texas at Brownsville
One West University Boulevard
Brownsville, Texas 78520

The University of Texas—Pan American
1201 W. University Drive
Edinburg, Texas 78539

University of Texas Rio Grande Valley
2102 Treasure Hills Blvd.
Harlingen, TX 78550

South Texas College
3201 W. Pecan Boulevard
McAllen, Texas 78501

Texas State Technical College
1902 North Loop 499
Harlingen, Texas 78550

Texas Southmost College
80 Fort Brown
Brownsville, Texas 78520

Laredo Community College
West End Washington Street
Laredo, Texas 78540

Texas A&M International University
5201 University Blvd.
Laredo, TX 78041

REGION TWO INSTITUTIONS OF HIGHER EDUCATION

Coastal Bend College Kingsville
1814 Brahma Blvd.
Kingsville, Texas 78363

Del Mar College
101 Baldwin Blvd.
Corpus Christi, Texas 78404

Texas A&M University Corpus Christi
6300 Ocean Dr.
Corpus Christi, Texas 78412

Texas A&M University Kingsville
955 University Blvd.
Kingsville, Texas 78363

DRAFT

Executed this ____ day of _____, 2015.

Dr. William Fannin, Interim President
THE UNIVERSITY OF TEXAS AT BROWNSVILLE

Dr. Havidan Rodriguez, President ad Interim
THE UNIVERSITY OF TEXAS—PAN AMERICAN

Dr. Guy Bailey, President
UNIVERSITY OF TEXAS RIO GRANDE VALLEY

Dr. Shirley Reed, President
SOUTH TEXAS COLLEGE

Dr. Stella Garcia, Interim President
TEXAS STATE TECHNICAL COLLEGE

Dr. Lily F. Tercero, President
TEXAS SOUTHMOST COLLEGE

Dr. Juan L. Maldonado, President
LAREDO COMMUNITY COLLEGE

Ray M. Keck, III, President
TEXAS A&M INTERNATIONAL UNIVERSITY

Executed this ____ day of _____, 2015.

Dr. Beatrix T. Espinoza, President
COASTAL BEND COLLEGE KINGSVILLE

Dr. Mark Escamilla, President
DEL MAR COLLEGE

Flavius Killebrew, President
TEXAS A&M UNIVERSITY CORPUS CHRISTI

Dr. Steven H. Tallant, President
TEXAS A&M UNIVERSITY KINGSVILLE

Student Transcript

Student:

PSJA High School
805 W. Ridge Rd.
San Juan, TX 78589

Pharr-San Juan-Alamo ISD

(956) 354-2300

CEEB #: 445505

Birth Date:

Phone:

State ID:

Student ID:

Grade: 12

Graduation Date:

Parent Guardian:

Gender: F

Ethnicity: Hispanic/Latino

Certificate of Completion Date:

TX Grant Eligibility: 1

Race: White

Graduation Program Type: Rec Hs Prg-Tac Ch 74-Stu Spced Gr 9 after 2007

Year: 2009-10 **Gr:** 07

Year: 2010-11 **Gr:** 08

Building: Austin Middle School 108909041

Building: Austin Middle School 108909041

Dept	Course	SEM1	SEM2	AVG	Credit
EL	Keybrdg		95 J	95 J	0.5
GPA: 95		Tot Crt: .500		State: 0.5	
				Local: 0	

Dept	Course	SEM1	SEM2	AVG	Credit
EL	SP COM	91 J		91 J	0.5
GPA: 91		Tot Crt: .500		State: 0.5	
				Local: 0	

Year: 2011-12 **Gr:** 09

Year: 2012-13 **Gr:** 10

Building: PSJA High School 108909001

Building: PSJA High School 108909001

Dept	Course	SEM1	SEM2	AVG	Credit
MA	ALG 1	90	83	87	1
SC	BIO	80	88	84	1
LA	ENG 1	77	83	80	1
MA	INSTUMTH	90	83	87	1
PE	PEAOA	87		87	0.5
PE	PEFOUND		63	63	0
CT	PRINHLSC	71	90	81	1
LA	SPAN 1	94	92	93	1
SS	W GEO	78	82	80	1
GPA: 83.1875		Tot Crt: 7.500		State: 7.5	
				Local: 0	

Dept	Course	SEM1	SEM2	AVG	Credit
SC	CHEM	70	60	65	0.5
LA	CREAT WR		92	92	0.5
LA	Creative Writing	88		88	0.5
LA	ENG 2	84	92	88	1
MA	GEOM	72	79	76	1
MA	MTHMOD	72	79	76	1
PE	PEAA		87	87	0.5
CT	PROFCOMM	76		76	0.5
FL	SSSPAN 2	92	92	92	1
SS	W HIST	61	75	68	0.5
GPA: 79.4375		Tot Crt: 7.000		State: 7	
				Local: 0	

Year: 2013-14 **Gr:** 11

Year: 2014-15 **Gr:** 12

Building: PSJA High School 108909001

Building: PSJA High School 108909001

Dept	Course	SEM1	SEM2	AVG	Credit
MA	ALG 2	71 Q	76 Q	74 Q	1
FA	ART 1	78	90	84	1
CT	BUSIM1	81	82		1
LA	ENG 3	70	98		1
CT	HLTHSCI	90	96		1
SC	PHYSICS	73 Q	82 Q		1
SC	SCIRD		94		0.5
SC	SCIRD2	92			0.5
SS	US HIST	81	85		1
GPA: 66.4444		Tot Crt: 8.000		State: 8	
				Local: 0	

Dept	Course	SEM1	SEM2	AVG	Credit
CT	BUSIM1	81 D	92 D		0.5
SC	CHEM		73		0.5
LA	CPELA	100 CP	80 CP	90 CP	1
MA	CPMAT	85 CP	90 CP	88 CP	1
SS	ECO-FE		82		0
LA	ENG 4	93	90		0.5
SS	GOVT	84		84	0.5
CT	MICRO	92	91		0.5
MA	PRE CALC	83	73		0.5
FL	SPAN 3	92	90		0.5
SS	W HIST	74			0.5
LA	YBK1	82	42		0.5
Tot Crt: 6.500		State: 6.5		Local: 0	

Student Transcript

Student:

PSJA High School
805 W. Ridge Rd.
San Juan, TX 78589

Pharr-San Juan-Alamo ISD

(956) 354-2300
CEEB #: 445505

Birth Date:

Phone:

State ID:

Student ID:

Grade: 12

Graduation Date:

Parent Guardian:

Gender: F

Ethnicity: Hispanic/Latino

Certificate of Completion Date:

TX Grant Eligibility: 1

Race: White

Graduation Program Type: Rec Hs Prg-Tac Ch 74-Stu Spced Gr 9 after 2007

Type	GPA	Rank
Weighted GPA	83.6961	257 / 408
Raw GPA	83.0961	257 / 408
Credit -- Tot: 30.000	State: 30.000	Loc: .000

Attendance Record
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Activities

Band Middle School 7

Test Scores

ACT-1-1		4/1/2014			
ACT Composite	14	English	12	Reading	16
Science	15				
ACT-1-1		10/1/2014			
Math	16				
CP-EXM-1-1		5/29/2015			
CP ELA	85	CP Math	97		
SPI-EOC-AII-ALL		5/1/2012			
Algebra Scale Score	3750	Algebra Raw Score	27	World Geo Scale Score	3333
SPI-EOC-AII-ALL		6/1/2013			
Eng 1 Writing Comp 2	0	Eng 2 Writing Comp 2	0		
SPI-EOC-AII-ALL		12/1/2013			
Eng 1 Reading Scale Score	1795	Eng 1 Writing Scale Score	1814	Eng 1 Writing Comp 1	4
Eng 2 Reading Scale Score	1808	Eng 2 Writing Raw Score	1709	Eng 2 Writing Comp 1	4
SPI-EOC-AII-ALL		4/1/2014			
Biology Scale Score	3415	Biology Raw Score	18	Eng 1 Alt Scale Score	3765
Eng 2 Alt Scale Score	4000	US Hist Scale Score	3365		
SPI-TAKS-ALL-022009		4/1/2011			
ELA Version	K	Math	0778	Math Commended	N
Math Test Version	K				

Communities Foundation of Texas Proposal from Partner University

Project Abstract

The partner university program designers will utilize the \$10,000 grant fund from Communities Foundation of Texas with the purpose of creating an assessment team that will travel to randomly chosen school districts to observe the implementation and effectiveness of the HB5 math and English Language Arts (ELA) transition courses. This work will allow the transition course designers to enhance the courses to meet the needs of the high school students and assist the classroom teachers who are carrying out the work in the partner districts throughout the Rio Grande Valley (RGV).

Statement of Need

At present there are approximately 500 ELA students and 800 math students enrolled in the transition courses throughout the RGV. The question that must be answered is whether the transition courses are creating college ready students. The goal of this assessment team would be to ascertain whether the transition courses are being taught as they were designed and more importantly if students are experiencing success. The grant would support an assessment team of four people for each team who are experts in their respective fields; who have experience with the courses; and have expertise in data collection and analyses. The assessment team would gather high school data and operate under the Institutional Research Board's approval.

Program Description

The grant would provide stipends for the Assessment Team (AT) members; mileage and food for travel to districts throughout the RGV; and materials needed to meet the goal of the project. The site visits would include observations and recorded conversations with classroom teachers with the goal of building strong relationships between the IHEs and the participating partner districts. In addition, the assessment team would provide feedback to the classroom teachers and assist them in creating the best learning environment for their students. The AT would report back to the program designers as well as the ELA Vertical Alignment Team, the Math Vertical Alignment Team, and the Oversight Committee. Using the data collected, observation forms, and feedback from classroom teachers, the IHE program designers would then be able to improve the effectiveness of the two transition courses and ensure there is true alignment between the district partners and the IHEs in the preparation of high school students for college.

Proposed Funding Breakdown

Assessment Team for Math and ELA

- \$1,750 Spring Calibration Workshop (\$50 stipends x 35 teachers)
- \$1,180 ELA faculty stipend (\$1,000 x 18% fringe)
- \$2,360 assessment stipend (\$2,000 x 18% fringe)
- \$1,770 Math faculty stipend (\$1,500 x 18% fringe)
- \$1,000 TSTC Math faculty stipend
- \$1,100 for student analyst – Direct Wage (\$1,000 plus 10% fringe)
- \$840 travel/food/materials for site visits