

COLLEGE PREP COURSES MOVING FORWARD TO NEXT YEAR



Serving the Educational Communities of El Paso & Hudspeth Counties

Underlying Questions...

What is the purpose of investing resources on College Prep Courses?

What student population should we be targeting?

How do we increase student knowledge and interest?

How do we increase parent knowledge and participation regarding the courses?



HB5

**Region 19 / EPCC / UTEP
MOU**



REGION WIDE ENROLLMENT DATA

College Prep Course-
English
311 students

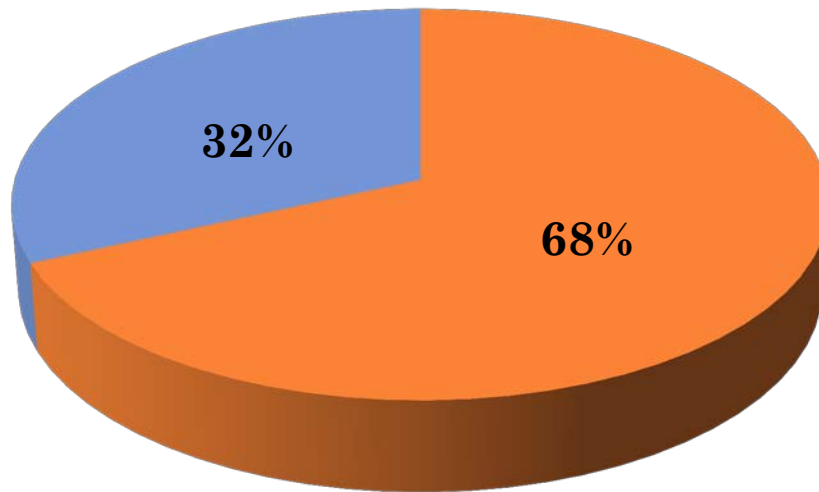
College Prep Course-
Math
212 students

Statewide Data:

Region 1 has the highest enrollment numbers followed by **Region 19**

SURVEY I RESULTS

English

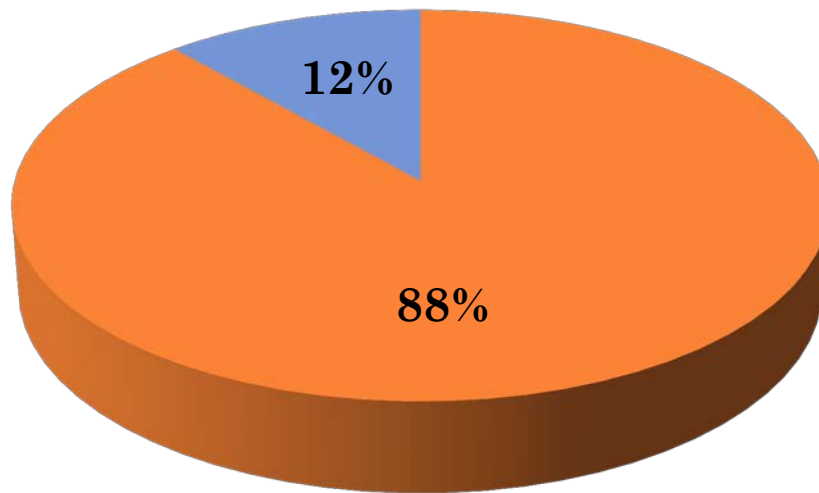


- Passed Semester I with a grade of 75 or higher
- Failed Semester I with a grade of 74 or below



SURVEY I RESULTS

Math



- Passed Semester I with a grade of 75 or higher
- Failed Semester I with a grade of 74 or below



COLLEGE PREP COURSE UPDATES

- Observations have been finalized
 - Results will be used to strengthen ongoing professional development
 - Target areas that need additional support
- Final Survey will be sent out at the end the conclusion of Spring 2015 semester
- Math college prep course teachers: Financial Literacy Workshop Monday, June 15, 2015 from 8:30am to 2:30pm

HB5 CLARIFICATION POINTS

- Under Section 28.014 of the Texas Education Code, **each school district is required** to partner with at least one institution of higher education to develop and provide college preparatory courses in English language arts and mathematics.
 - **District decision where courses are offered**
- School districts are required to provide notice to **each student who meets eligibility criteria**
- School districts are required to notify **the student's parent or guardian** regarding the benefits of enrolling in the course.



COURSE LOGISTICS

- Every district is providing courses on high school campuses across the region
- Districts are to provide notice to students and their parents/guardians regarding the benefits of enrolling in courses
- Faculty from all educational institutions involved must meet regularly to ensure each course is aligned with college readiness expectations



COURSE OBJECTIVES

- Intended to prepare students for success in entry-level college courses
- Alternative to TSI
 - Students who are successful in these courses will have met TSI college entrance requirements at EPCC and/or UTEP
- Satisfies the advanced ELA and mathematics credit requirements for the Foundation High School Program



HOW ARE STUDENTS RECOMMENDED FOR PLACEMENT?

- District decision based on:
 - Performance on coursework
 - College entrance exam (SAT/ACT)
 - Texas Success Initiative (TSI)
- College readiness indicators
 - SAT: Combined score \geq **1070** and Critical Reading \geq **500** and Math \geq **500**
 - ACT: Composite score \geq **23** and Critical Reading \geq **19** and Math \geq **19**
 - TSI: Reading \geq **351** and Writing Essay of **5** or Reading \geq **363**, Writing Essay of **4** / Math \geq **350**



THECB GUIDELINES

“It is recommended that the new TSI Assessment be used to determine college readiness and help identify students who would benefit most from such coursework.”

- Students receive diagnostic profile of academic performance
- Profile allows for differentiation of instruction
- Better able to target academic weaknesses of students
- Holistic approach of assessing student comprehension of high school level content



MEMORANDUM OF UNDERSTANDING REGION 19 SCHOOL DISTRICTS, EPCC & UTEP

- In effect for 3 years then may be renewed
- One-year mathematics course
- One-year English course
- Senior-level courses
- All parties have role in development of course

FRAMEWORKS

- Agreed upon by all parties
- Distributed to all teachers and administration at regional trainings



ESC Region 19 in partnership with EPCC and UTEP
Transition to College English – 2 Semester Course

College Preparatory Integrated Reading and Writing I and II

Target Students: This course is appropriate for any 12th grade student whose performance on measures outlined in TEC §28.014 indicates that the student is not on track to perform entry-level college coursework in English Language Arts. This course is designed to advance college and career readiness.

Recommended Prerequisites: Satisfactory performance on the English I & II STAAR/EOC examinations and successful course completion of English III.

Course Description as defined by El Paso Community College and The University of Texas at El Paso:

Students will learn to investigate academic texts, construct supported interpretations and arguments for an authentic audience, and acquire academic habits of thought. Reading instruction will focus on developing critical reading skills for comprehension, interpretation, and analysis. In writing, students will develop skills through composing with specific purpose, situation, genre, and audience in mind. Students will write a variety of effective formal and informal texts. To learn to integrate reading and writing, students will use an inquiry approach to analyze, synthesize, and make value judgments regarding text and writing. The focus of the course will be on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment. This course is designed to prepare students for college-level reading and writing intensive courses. Successful completion of this course, as defined by the memorandum of understanding (MOU) with the partnering institution(s), grants the student an exemption to TSI requirements for reading and writing at the partnering institution(s). Students will learn to write effective, logical essays, utilizing textual support to develop reading comprehension strategies, and to analyze, synthesize and make value judgments using critical thinking. The course fulfills TSI requirements for reading and writing.

Course Goal as defined by El Paso Community College and The University of Texas at El Paso:

The goal of Integrated Reading and Writing I and II is to develop students as critical readers, critical writers and thinkers prepared for college success in introductory courses across disciplines.



ESC Region 19 in partnership with EPCC and UTEP
Transition to College Math Course I – 1 Semester

College Preparatory Integrated Mathematics Course I

Target Students: This course is appropriate for 12th grade students whose performance on measures outlined in TEC §28.014 indicates that the student is not ready to perform entry-level college coursework in mathematics. This course is designed to advance college and career readiness.

Recommended Pre-requisites: Satisfactory completion of Algebra I and the Algebra I EOC exam, Geometry, and Algebra II.

Course Description as defined by El Paso Community College and The University of Texas at El Paso:

This course addresses a variety of mathematical topics needed to prepare students for success in college-level mathematics. In addition, the course supports students in developing skills and strategies needed to succeed in college. Mathematics topics include: real numbers, basic geometry, polynomials, factoring, linear equations, inequalities, quadratic equations, rational expressions and quantitative reasoning. Successful completion of this course, as defined by the memorandum of understanding (MOU) with the partnering institution(s), grants the student an exemption to TSI requirements for mathematics at the partnering institution(s). An overall grade for the semester of 75 or higher indicates that the student has met the college readiness standards established by the School Districts of Region 19, El Paso Community College (EPCC), and The University of Texas at El Paso (UTEP) indicating that the student is prepared for Integrated Mathematics Course II.

HOW IS COURSE CURRENTLY BEING IMPLEMENTED IN OUR REGION?

- Course currently counts **as local elective credit** for students on current high school graduation plans
- Course will satisfy an advanced mathematics credit or an advanced English credit under **HB5 Foundation High School Program.**
- Initial year districts are using different benchmarks for college readiness that vary from district to district



THECB GUIDELINES

“It is recommended that the new TSI Assessment be used to determine college readiness and help identify students who would benefit most from such coursework.”



DUAL CREDIT CONSIDERATIONS

- Can the student earn college credit for a college prep course?
 - There is language in HB 5 to suggest that a student may earn college credit for a College Prep course.
 - However, **per amendments to TAC Chapter 4 adopted by the THECB, this course cannot be offered as dual credit.**
 - College Prep courses are high school courses that must be taught by instructors holding the appropriate content-area state certification for high school.



Underlying Questions...

What is the purpose of investing resources on College Prep Courses?

What student population should we be targeting?

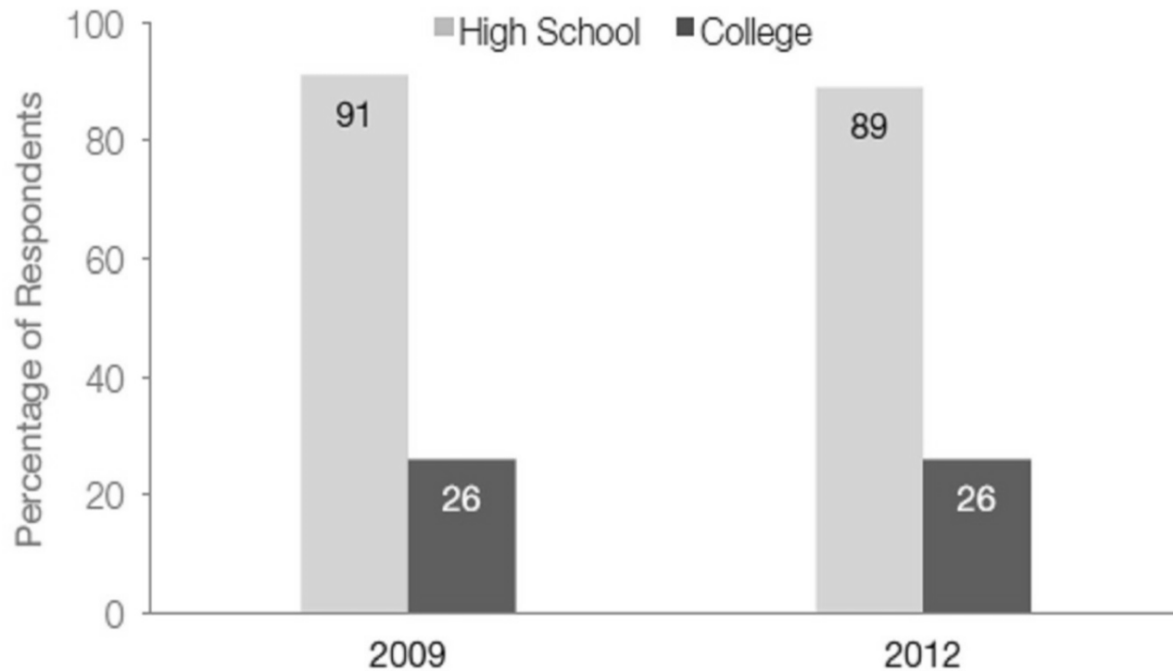
How do we increase student knowledge and interest?

How do we increase parent knowledge and participation regarding the courses?

College Ready?

The Preparation Gap

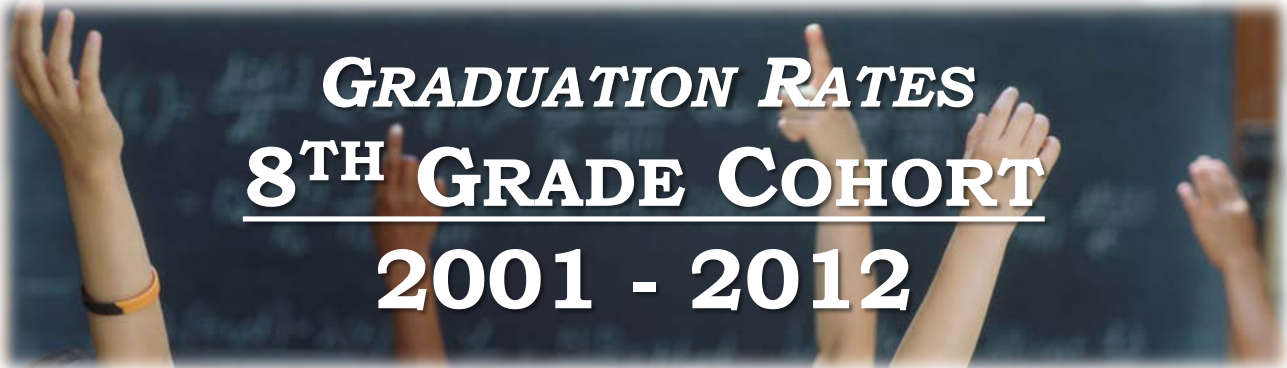
Figure 2: Percentages of Educators Reporting that Their Students Are “Well” or “Very Well” Prepared for College-Level Work in Their Content Area



Note. The data in this chart are from *ACT National Curriculum Survey 2009*, by ACT, 2009, Iowa City: Author, and *ACT National Curriculum Survey 2012*, by ACT, 2013, Iowa City: Author.

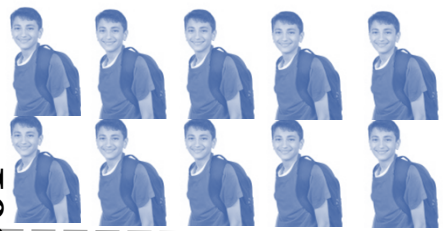
From: ACT National Curriculum Survey® 2012





GRADUATION RATES 8TH GRADE COHORT 2001 - 2012

2001



100
Of 8th
Graders
Enrolled...

Graduated
from High
School...

69



52
Enrolled in
Higher
Education...

Received a
Higher
Education
Degree or
Certificate.

19



2012

100% of High School Student Population

On average, scores cover same pool of college ready students

45%
TSI Passing Rate
Reading Scores ≥ 351
Math Scores
 ≥ 350

10%
ACT/SAT
College Readiness
Scores

40%
EOC English II scores
 $> 4,000$
35%
EOC Algebra I
Scores $> 4,000$

About 50% of Students NOT College Ready

WHAT STUDENT POPULATION SHOULD WE BE TARGETING?

- Students demonstrating desire to enter UTEP/EPCC
 - 70-80% of El Paso high school graduates who enroll at 2 or 4 year post-secondary institutions choose EPCC/UTEP
 - Students lacking adequate college ready preparation
 - Weak mathematics skills
 - Weak writing / inference skills
 - ELL/SPED students who would benefit from targeted instructional strategies
 - Students who may lack adequate test taking skills



HOW DO WE INCREASE STUDENT KNOWLEDGE AND INTEREST?

- Now is the time to identify students that can benefit from the course next year
- Implement techniques to be very deliberate about informing the student on the benefits of taking the course
 - Counselor advising
 - Teacher reinforcement as students begin course
- In addition to curriculum, add relevancy to course by implementing college ready culture
 - How to fill out college applications?
 - What is financial aid?
 - Plan to pay for college?
 - How to read degree plans?
 - College admissions and advising process?



HOW DO WE INCREASE PARENT KNOWLEDGE AND PARTICIPATION?

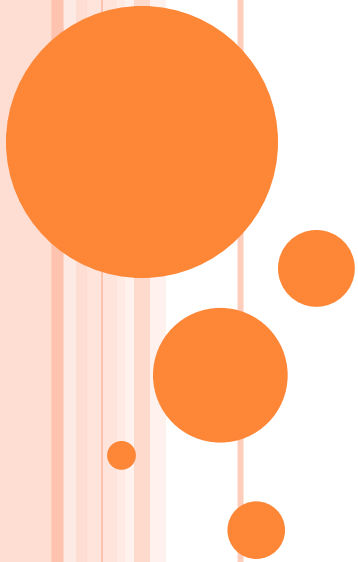
- District website
- District newsletter
- Parent nights
- Parent notification of college readiness
 - Links to sample letters (English & Spanish)
 - www.esc19.net > select College and Career Readiness under “Gold” program drop-down box



YEAR 2015-2016 REGIONAL PROFESSIONAL DEVELOPMENT

- Region wide training on course delivery and dynamics will be held this summer
 - New and returning teachers
 - June 29th
 - July 6th
- Follow up workshops will include:
 - College and career readiness
 - Literacy skills/ writing to learn
 - Formative assessment
 - Facilitating parental involvement
 - Classroom support: information for students; classroom visits as requested

**TRANSITION OF COLLEGE PREP
COURSES ON HIGH SCHOOL
TRANSCRIPTS TO EPCC &
UTEP**



PEIMS

- **CP110100** College Preparatory Course English Language Arts (CPELA)
- **CP111200** College Preparatory Course Mathematics (CPMAT)
- Courses are eligible for state high school credit under the Foundation Plan
 - Freshmen 2017-2018
 - Sophomores, Juniors and Seniors electing the Foundation Plan
- Students under MHSP, RHSP, and DAP will receive local elective credit for the course
 - Seniors 2014-2015
 - Juniors 2015-2016
 - Sophomores 2016-2017



UTEP

UNDERGRADUATE ADMISSIONS

Jose Gallegos

Assistant Director of Admissions and Recruitment

Michael Talamantes

Director of Admissions and Recruitment

Juan Vicario

**Associate Director of Enrollment Services
Technology**

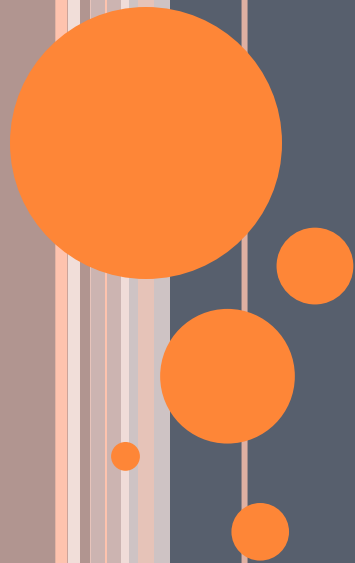




ALICIA PEDREGON
ACADEMIC BEHAVIORS
ORGANIZATION & STUDENT
BINDERS

Finance Lessons

10-MINUTE BREAK



Underlying Questions...

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TEACHER PRESENTATIONS

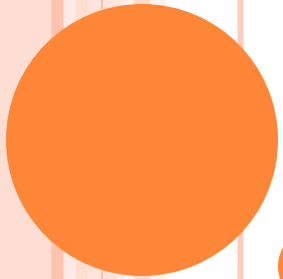
ENGLISH

Irene Melchor

- The Writing Process: A Personal Narrative

Elizabeth Sanchez

- “Pass-the-Reflection”
- “One-Sentence Summaries”
- “Chunking the Text”



TEACHER PRESENTATIONS

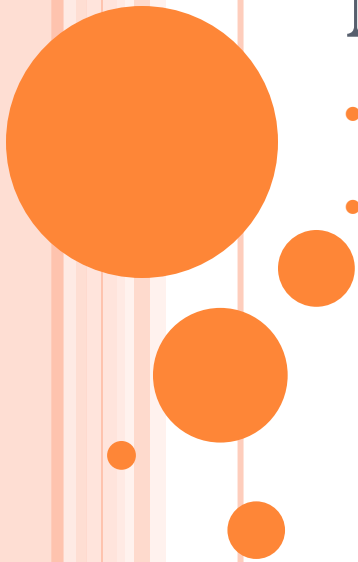
MATH

Alejandra Palacios

- Rational Expressions

Mary Howell

- Systems of Linear Equations
- Probability



EVALUATION

Please log in to complete the training evaluation through Click and Learn at the following link:

<http://e.esc19.net>





SEE YOU THIS SUMMER!

**QUESTIONS? COMMENTS?
CONTACT US...**

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