My Report

Last Modified: 02/25/2015

1. What is your ESC region?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Region 1 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 2 | Region 2 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 3 | Region 3 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 4 | Region 4 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 5 | Region 5 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 6 | Region 6 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 7 | Region 7 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 8 | Region 8 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 9 | Region 9 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 10 | Region 10 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 11 | Region 11 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 12 | Region 12 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 13 | Region 13 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 14 | Region 14 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 15 | Region 15 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 16 | Region 16 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 17 | Region 17 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 18 | Region 18 | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 19 | Region 19 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 20 | Region 20 | |  |  | | --- | --- | |  |  | | 1 | 5% |
|  | Total |  | 19 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 20 |
| Mean | 10.11 |
| Variance | 33.65 |
| Standard Deviation | 5.80 |
| Total Responses | 19 |

2. Have you submitted a spreadsheet naming members of your Partnership that includes at least one ISD, one 2-year college, one 4-year college, and a P-16 Council or other workforce-focused organization?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes and it remains the same | |  |  | | --- | --- | |  |  | | 9 | 47% |
| 2 | Yes, but it has changed. What changes have been made? | |  |  | | --- | --- | |  |  | | 4 | 21% |
| 3 | No | |  |  | | --- | --- | |  |  | | 6 | 32% |
|  | Total |  | 19 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 3 |
| Mean | 1.84 |
| Variance | 0.81 |
| Standard Deviation | 0.90 |
| Total Responses | 19 |

3. Have you submitted a spreadsheet naming the members of your Vertical Alignment Team (VAT) to develop or evaluate the delivery of one or more College Preparatory Courses in English Language Arts?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes and it remains the same | |  |  | | --- | --- | |  |  | | 7 | 37% |
| 2 | Yes, but it has changed. What changes have been made? | |  |  | | --- | --- | |  |  | | 2 | 11% |
| 3 | No | |  |  | | --- | --- | |  |  | | 10 | 53% |
|  | Total |  | 19 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 3 |
| Mean | 2.16 |
| Variance | 0.92 |
| Standard Deviation | 0.96 |
| Total Responses | 19 |

4. Have you submitted a spreadsheet naming the members of your Vertical Alignment Team (VAT) to develop or evaluate the delivery of one or more College Preparatory Courses in Mathematics?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes and it remains the same | |  |  | | --- | --- | |  |  | | 8 | 42% |
| 2 | Yes, but it has changed. What changes have been made? | |  |  | | --- | --- | |  |  | | 3 | 16% |
| 3 | No | |  |  | | --- | --- | |  |  | | 8 | 42% |
|  | Total |  | 19 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 3 |
| Mean | 2.00 |
| Variance | 0.89 |
| Standard Deviation | 0.94 |
| Total Responses | 19 |

5. Which of the following best describes the stage of development of your partnership's College Preparatory Course(s) in English Language Arts?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Just getting started | |  |  | | --- | --- | |  |  | | 4 | 22% |
| 2 | Plans developed but course has not been offered | |  |  | | --- | --- | |  |  | | 4 | 22% |
| 3 | Students first enrolled in Fall 2014 | |  |  | | --- | --- | |  |  | | 10 | 56% |
| 4 | Students first enrolled in Spring 2015 | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 18 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 3 |
| Mean | 2.33 |
| Variance | 0.71 |
| Standard Deviation | 0.84 |
| Total Responses | 18 |

6. Which of the following best describes the stage of development of your partnership's College Preparatory Course in Mathematics?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Just getting started | |  |  | | --- | --- | |  |  | | 6 | 32% |
| 3 | Plans developed but course has not been offered | |  |  | | --- | --- | |  |  | | 3 | 16% |
| 4 | Students first enrolled in Fall 2014 | |  |  | | --- | --- | |  |  | | 10 | 53% |
| 7 | Students first enrolled in Spring 2015 | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 19 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 4 |
| Mean | 2.89 |
| Variance | 1.88 |
| Standard Deviation | 1.37 |
| Total Responses | 19 |

7. Who are the members of your partnership?  Attach a spreadsheet that include as columns, the full name of the person(s) who represent each member of your partnership, their title, institution (to include ISD, 2-year college, 4-year college, and P-16 Council or other), phone number, and e-mail address.

|  |  |  |
| --- | --- | --- |
| File Upload | File Type | File Size |
| F\_ezaJVSyUDiRLAi1 | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 13KB |
| F\_3WS3wHW3llNUE97 | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 12.9KB |
| F\_54nCC55vll6yazP | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 14KB |
| F\_9nwt4QD06Zi16Kh | application/pdf | 12.9KB |
| F\_0uLyaHGjoRIW1H7 | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 11.2KB |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 5 |

8. When and how will your College Preparatory Course partnership be started?  Please include a progress report.

|  |
| --- |
| Text Response |
| There is an existing network (recently launched) for the Central Texas Pathways. We are attempting to leverage partnerships within this group to support the work of AVATAR. We have been unsuccessful in getting a partner 4 year university at this point. The group meets again on Feb. 23rd and the organizers are willing to dedicate some time to support and discussion of AVATAR during this meeting. |
| Have spoken with University of Houston. WE are waiting on them to name their representative. We have a JR. College that is unresponsive. We have contacted 2 schools- one small and one larger and are waiting on their names also. Once that is done we plan to have a core and VAT meetings the first week of March. Then a second Core and VAT meeting in May. |
| We will continue our work after our committee meeting on Feb. 19, 2015. |
| I am still gathering contact information. I have worked on three different MOUs to present when I get everyone together or via email. I have my consultants for math and ELA at the ESC are ready to work on the project. I was added late to this game and am struggling to catch up. We will be great once we get our feet under us. I know that I will be working with Abilene ISD teachers or curriculum specialists. |
| In progress |
| I am still in the process of identifying team members for each of the VATS, but I have developed a time line that will take the partnership through to the fulfillment of the project. The team should be identified within the next 2 weeks. |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 6 |

9. Who are the members of your English Language Arts Vertical Alignment Team?  Please attach a spreadsheet that provides the full name, title, institution, phone number, and e-mail address for each member of your Vertical Alignment Team (VAT) for English Language Arts (ELA).

|  |  |  |
| --- | --- | --- |
| File Upload | File Type | File Size |
| F\_0NvDbVY8D5jruGF | application/vnd.openxmlformats-officedocument.wordprocessingml.document | 9.7KB |
| F\_0liLuVjCg4dLYah | application/vnd.openxmlformats-officedocument.wordprocessingml.document | 38.6KB |
| F\_bIODsXbLuRwzJlP | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 13KB |
| F\_6XbQAxcCD9xBjil | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 12.9KB |
| F\_3fkQa7yJTRhfNyd | application/pdf | 12.9KB |
| F\_ddvo4QMtVsULWgR | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 11.2KB |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 6 |

10. When and how will the membership and work of your Vertical Alignment Team (VAT) for English Language Arts be started?  Please include a progress report.

|  |
| --- |
| Text Response |
| The AVATAR team is working on the math CPC. Another team at TAMUCC is working with the ELA CPC. |
| Same as previous page |
| File above is for our Math College Preparatory course please disregard the document attached. |
| Have spoken with University of Houston. WE are waiting on them to name their representative. We have a JR. College that is unresponsive. We have contacted 2 schools- one small and one larger and are waiting on their names also. Once that is done we plan to have a core and VAT meetings the first week of March. Then a second Core and VAT meeting in May. |
| We will continue our work after our committee meeting on Feb. 19, 2015. |
| I have my ELA consultants ready to work on this project. I know that I will be working with Abilene ISD teachers. |
| We had our first VAT meeting a few weeks ago and our second will be next week. During the second meeting, we will develop a timeline for the ELA VAT to meet. Nominations have already been made for each team. We will finalize that list next week. |
| in progress |
| Still in process of identifying members. |
| VAT for ELAR is currently providing the course and has plans to revisit the course rubrics, alignment, performance and needs for summer 2015. |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 10 |

11. Who are the members of your Mathematics Vertical Alignment Team?  Please attach a spreadsheet that provides the full name, title, institution, phone number, and e-mail address for each member of your Vertical Alignment Team (VAT) for Mathematics.

|  |  |  |
| --- | --- | --- |
| File Upload | File Type | File Size |
| F\_bpHiAstJ1R6O7dj | application/vnd.openxmlformats-officedocument.wordprocessingml.document | 38.6KB |
| F\_d4CDqnIE7YQGNCt | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 13KB |
| F\_3RaiwTz8hu6iMSx | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 12.9KB |
| F\_0UkQiPLNHRalWw5 | application/pdf | 12.9KB |
| F\_3lU4lwilftjenat | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 11.2KB |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 5 |

12. When and how will the membership and work of your Vertical Alignment Team for Mathematics be started?  Please include a progress report.

|  |
| --- |
| Text Response |
| Same as previous page |
| Have spoken with University of Houston. WE are waiting on them to name their representative. We have a JR. College that is unresponsive. We have contacted 2 schools- one small and one larger and are waiting on their names also. Once that is done we plan to have a core and VAT meetings the first week of March. Then a second Core and VAT meeting in May. |
| We will continue our work after our committee meeting on Feb. 19, 2015. |
| The math consultant at Region 14 is ready to work on this project and we will be working with Abilene ISD. They are the only district offering this course right now. |
| We had our first VAT meeting a few weeks ago and our second will be next week. During the second meeting, we will develop a timeline for the MATH VAT to meet. As with ELA, we will finalize that information next week. |
| in progress |
| Still in process of identifying members |
| VAT for Math is currently providing the course and has plans to revisit the course rubrics, alignment, performance and needs for summer 2015. |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 8 |

13. What arre the prefix, number, and title of your partnership's English Language Arts College Preparatory Course?

|  |
| --- |
| Text Response |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 0 |

14. Is there a syllabus for your English Language Arts College Preparatory Course?  If your response is yes, please send your syllabus to Mary Harris.  (Sorry for the inconvenience, but we are having trouble with this item.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes and I will e-mail it. | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | No | |  |  | | --- | --- | |  |  | | 4 | 100% |
|  | Total |  | 4 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 2 |
| Max Value | 2 |
| Mean | 2.00 |
| Variance | 0.00 |
| Standard Deviation | 0.00 |
| Total Responses | 4 |

15. Please upload the MOU for your offering the  English Language Arts College Preparatory Course.

|  |  |  |
| --- | --- | --- |
| File Upload | File Type | File Size |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 0 |

16. What is the length of your English Language Arts College Preparatory Course?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | One semester | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | Two semesters | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 3 | Other, please specify | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 0 | 0% |

|  |
| --- |
| Other, please specify |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | - |
| Max Value | - |
| Mean | 0.00 |
| Variance | 0.00 |
| Standard Deviation | 0.00 |
| Total Responses | 0 |

17. What type of credit is available for the ELA College Preparatory Course?  Please mark all that apply.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | High school credit | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | Dual credit | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 3 | Not for credit | |  |  | | --- | --- | |  |  | | 0 | 0% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | - |
| Max Value | - |
| Total Responses | 0 |

18. If your English Language Arts College Preparatory Course is offered for dual credit, which of the following costs are being paid by the sponsoring ISD(s)?  Mark all that apply.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Instructor pay | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | Facilities | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 3 | Online platform | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 4 | Professional development for instructor(s) | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 5 | Textbook | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 6 | Student support such as tutoring, disability support, writing lab | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 7 | Other, please specify | |  |  | | --- | --- | |  |  | | 0 | 0% |

|  |
| --- |
| Other, please specify |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | - |
| Max Value | - |
| Total Responses | 0 |

19. In Spring 2015, how many high school students are enrolled in your College Preparatory Course in English Language Arts?

|  |
| --- |
| Text Response |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 0 |

20. What students are eligible to enroll in your Spring 2015 College Preparatory Course in English Language Arts?

|  |
| --- |
| Text Response |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 0 |

21. In Spring 2015, how many school districts are offering your College Preparatory Course in English Language Arts?  Please list the districts.

|  |
| --- |
| Text Response |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 0 |

22. Does the English Language Arts course meet high school graduation requirements for any of the students involved, and if yes, how?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes and how | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 3 | No | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 0 | 0% |

|  |
| --- |
| Yes and how |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | - |
| Max Value | - |
| Mean | 0.00 |
| Variance | 0.00 |
| Standard Deviation | 0.00 |
| Total Responses | 0 |

23. What is the delivery format for your partnership's College Preparatory Course in English Language Arts?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Online | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | Face to face | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 3 | Blended | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 4 | Other, please describe | |  |  | | --- | --- | |  |  | | 0 | 0% |

|  |
| --- |
| Other, please describe |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | - |
| Max Value | - |
| Total Responses | 0 |

24. What is the best descriptor of the instructor(s) of the English Language Arts College Preparatory Course offered by your partnership?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | High school teacher(s) | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | Lead high school teacher with on-site assistants | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 3 | College teacher | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 4 | Lead college teacher with on-site assistants | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 5 | Other, please describe | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 0 | 0% |

|  |
| --- |
| Other, please describe |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | - |
| Max Value | - |
| Mean | 0.00 |
| Variance | 0.00 |
| Standard Deviation | 0.00 |
| Total Responses | 0 |

25. Is the Texas Success Initiative (TSI) required for entry to the English Language Arts College Preparatory Course offered by your partnership?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes, and the TSI criteria for enrollment are: | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | No, and the criteria for course enrollment are: | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 0 | 0% |

|  |  |
| --- | --- |
| Yes, and the TSI criteria for enrollment are: | No, and the criteria for course enrollment are: |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | - |
| Max Value | - |
| Mean | 0.00 |
| Variance | 0.00 |
| Standard Deviation | 0.00 |
| Total Responses | 0 |

26. Is the Texas Success Initiative (TSI) required for exit from the English Language Arts College Preparatory Course offered by your partnership?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes, and the TSI criteria for exit are: | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | No, and the criteria for college readiness at exit are: | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 3 | Don't know | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 0 | 0% |

|  |  |
| --- | --- |
| Yes, and the TSI criteria for exit are: | No, and the criteria for college readiness at exit are: |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | - |
| Max Value | - |
| Mean | 0.00 |
| Variance | 0.00 |
| Standard Deviation | 0.00 |
| Total Responses | 0 |

27. What are the prefix, number, and the title of your partnership's Mathematics College Preparatory Course?

|  |
| --- |
| Text Response |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 0 |

28. Please upload the syllabus for your  Mathematics College Preparatory Course.

|  |  |  |
| --- | --- | --- |
| File Upload | File Type | File Size |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 0 |

29. Please upload the MOU for your  Mathematics College Preparatory Course. (If MOU is the same as for ELA, you may skip this question.)

|  |  |  |
| --- | --- | --- |
| File Upload | File Type | File Size |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 0 |

30. What is the length of your Mathematics College Preparatory Course?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | One semester | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | Two semesters | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 3 | Other, please indicate | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 0 | 0% |

|  |
| --- |
| Other, please indicate |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | - |
| Max Value | - |
| Mean | 0.00 |
| Variance | 0.00 |
| Standard Deviation | 0.00 |
| Total Responses | 0 |

31. What type of credit is available for the Mathematics College Preparatory Course? Please mark all that apply.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | High school credit | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | Dual credit | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 3 | Not for credit | |  |  | | --- | --- | |  |  | | 0 | 0% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | - |
| Max Value | - |
| Total Responses | 0 |

32. If your Mathematics College Preparatory Course is offered for dual credit, which of the following costs are being paid by the sponsoring ISD(s)?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Instructor pay | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | Facilities | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 3 | Online platform | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 4 | Professional development for instructor(s) | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 5 | Textbook | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 6 | Student support such as tutoring, disability support, math lab | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 7 | Other | |  |  | | --- | --- | |  |  | | 0 | 0% |

|  |
| --- |
| Other |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | - |
| Max Value | - |
| Total Responses | 0 |

33. What students are eligible to enroll in your Spring 2015 College Preparatory Course in Mathematics?

|  |
| --- |
| Text Response |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 0 |

34. In Spring 2015, how many school districts are offering your College Preparatory Course in Mathematics?  Please list the districts.

|  |
| --- |
| Text Response |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 0 |

35. Does the Mathematics College Preparatory Course meet high school graduation requirements for any of the students involved, and if yes, how?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes and how | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | No | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 0 | 0% |

|  |
| --- |
| Yes and how |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | - |
| Max Value | - |
| Mean | 0.00 |
| Variance | 0.00 |
| Standard Deviation | 0.00 |
| Total Responses | 0 |

36. What is the delivery format for your partnership&#39;s College Preparatory Course in Mathematics?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Online | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | Face to face | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 3 | Blended | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 4 | Other, please describe | |  |  | | --- | --- | |  |  | | 0 | 0% |

|  |
| --- |
| Other, please describe |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | - |
| Max Value | - |
| Total Responses | 0 |

37. What is the best descriptor of the instructor(s) of the Mathematics College Preparatory Course offered by your partnership?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | High school teacher(s) | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | Lead high school teacher with on-site assistants | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 3 | College teacher | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 4 | Lead college teacher with on-site assistants | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 5 | Other, please describe | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 0 | 0% |

|  |
| --- |
| Other, please describe |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | - |
| Max Value | - |
| Mean | 0.00 |
| Variance | 0.00 |
| Standard Deviation | 0.00 |
| Total Responses | 0 |

38. Is the Texas Success Initiative (TSI) required for enrollment in the Mathematics College Preparatory Course offered by your partnership?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes, and the TSI criteria for enrollment are: | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | No, and the criteria for course enrollment are: | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 0 | 0% |

|  |  |
| --- | --- |
| Yes, and the TSI criteria for enrollment are: | No, and the criteria for course enrollment are: |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | - |
| Max Value | - |
| Mean | 0.00 |
| Variance | 0.00 |
| Standard Deviation | 0.00 |
| Total Responses | 0 |

39. Is the Texas Success Initiative (TSI) required for exit from the Mathematics College Preparatory Course offered by your partnership?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes, and the TSI criteria for exit are: | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | No, and the criteria for college readiness at exit are: | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 0 | 0% |

|  |  |
| --- | --- |
| Yes, and the TSI criteria for exit are: | No, and the criteria for college readiness at exit are: |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | - |
| Max Value | - |
| Mean | 0.00 |
| Variance | 0.00 |
| Standard Deviation | 0.00 |
| Total Responses | 0 |

40. What college preparatory courses other than those of your partnership are offered in your region?  Please be as specific as possible about who developed the courses and options available to students.

|  |
| --- |
| Text Response |
| There are no other courses being offered to my knowledge. |
| Not aware of any |
| Schools in our area are accessing resources from: Craft - http://craftx.org/home SREB - http://www.sreb.org/page/1522/publications.html TASA - http://www.tasanet.org/domain/249 |
| The three districts that are offering a college prep courses for math and they are White Oak ISD, Hemphill ISD, and Lindale ISD. The courses were created by the districts. A few districts offered a course and did not have any students register for the class. At this time I am not sure if students are able to receive dual credit for the course work. |
| None of which I'm aware. |
| I do not know |
| Courses that were developed in partnership with Central Texas College, Ranger and Western Texas College |
| We currently do not offer additional college preparatory courses in our region. We are looking to initiate additional partnerships in the future. |
| not aware of any |
| Unknown at this time. |
| We are in the process of collecting this data. The Region 6 team will meet on February 26 to review and analyze the data collected. |
| None |
| I am uncertain at this time. |
| still researching |
| I am not sure |
| Southwest Texas Junior College |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 16 |

41. Do not proceed unless you are ready to submit.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes, I have answered all of the questions that I can and I'm ready to submit the survey. | |  |  | | --- | --- | |  |  | | 18 | 95% |
| 2 | No, I have not answered all of the questions that I can and I'm not ready to submit. (Please close survey to Save and Continue later). | |  |  | | --- | --- | |  |  | | 1 | 5% |
|  | Total |  | 19 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.05 |
| Variance | 0.05 |
| Standard Deviation | 0.23 |
| Total Responses | 19 |

42. What is the status of English Language Arts (ELA) College Preparatory Course (CPC) offering in your region?  Please select all that apply.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | A majority of districts are offering a common CPC. | |  |  | | --- | --- | |  |  | | 2 | 11% |
| 2 | One or more districts are offering a locally developed CPC. Please estimate number of districts. | |  |  | | --- | --- | |  |  | | 7 | 37% |
| 3 | One or more districts are offering a CPC not developed by the partnership. Please estimate number of districts. | |  |  | | --- | --- | |  |  | | 6 | 32% |
| 4 | Other, please describe | |  |  | | --- | --- | |  |  | | 5 | 26% |
| 5 | Districts are not offering currenty offering CPCs. | |  |  | | --- | --- | |  |  | | 5 | 26% |

|  |  |  |
| --- | --- | --- |
| One or more districts are offering a locally developed CPC. Please estimate number of districts. | One or more districts are offering a CPC not developed by the partnership. Please estimate number of districts. | Other, please describe |
| 42 |  |  |
| Four |  |  |
| 30 |  |  |
| 10-12 | 10-12 |  |
| 8 | 5 |  |
| 1 |  |  |
| 5-10 | 5-10 |  |
|  | 2 |  |
|  | 9 |  |
|  | 33 |  |
|  |  | I believe that while districts worked together they took the frame of the course and made adjustments to fit the needs of their district/students. I do not have a good feel for numbers or percentages. |
|  |  | In partnership with Region 6. They are doing the ELA piece |
|  |  | The MOU between districts and IHE's are varied. There is not a single common CPC offered to ESC 11 districts. |
|  |  | MOU's have been reported with McLennan Community College and Hill College |
|  |  | We have at least 15 districts offering the course that was developed prior to Region 17 joining the AVATAR project. |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 5 |
| Total Responses | 19 |

43. What is the status of Mathematics College Preparatory Course (CPC) offering in your region?  Please select all that apply.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | A majority of districts are offering a common CPC | |  |  | | --- | --- | |  |  | | 2 | 11% |
| 2 | One or more districts are offering a locally developed CPC, Please estimate number of districts. | |  |  | | --- | --- | |  |  | | 9 | 47% |
| 3 | One or more districts are offering a CPC not developed by the parternship. Please estimate number of districts. | |  |  | | --- | --- | |  |  | | 7 | 37% |
| 4 | Districts are not currently offering CPCs. | |  |  | | --- | --- | |  |  | | 3 | 16% |
| 5 | Other, please describe: | |  |  | | --- | --- | |  |  | | 4 | 21% |

|  |  |  |
| --- | --- | --- |
| One or more districts are offering a locally developed CPC, Please estimate number of districts. | One or more districts are offering a CPC not developed by the parternship. Please estimate number of districts. | Other, please describe: |
| 42 |  |  |
| Four |  |  |
| 30 |  |  |
| 10 | 4 |  |
| 1 |  |  |
| 10-12 | 10-12 |  |
| 8 | 5 |  |
| 1 |  |  |
| 5-10 | 5-10 |  |
|  |  | I believe that while districts worked together they took the frame of the course and made adjustments to fit the needs of their district/students. I do not have a good feel for numbers or percentages. |
|  |  | The MOU between districts and IHE's are varied. There is not a single common CPC offered to ESC 11 districts. |
|  |  | MOU's have been reported with McLennan Community College and Hill College |
|  |  | We had at least 14 districts offering the Math course developed with an IHE prior to Region 17 joining the AVATAR project. |
|  | Aware of 3 districts offering a course. |  |
|  | 1 |  |
|  | 33 |  |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 5 |
| Total Responses | 19 |

44. What will be accomplished by your College Preparatory Course partnership by June, 2015?

|  |
| --- |
| Text Response |
| We have submitted an IRB to allow us to gather student data from the first year of both the ELA and Math courses. We have just finished getting the last six ISDs' signatures on the MOUs and are pursuing the charter and/or private high schools' signatures. It is the ELA VAT and MATH VAT's work to review the data and present to the RGV Oversight Committee. At that time, we will begin another series of professional developments to improve the delivery and improve the courses alignments. |
| -Development of Semester 2 assessment -Data analysis of Semester 1 and 2 -Meeting of partners to discuss challenges/successes -Promotion of CPC - students, parents, principals, superintendents |
| We will have created and trained teachers on two courses: one for ELA and one for Math. The choice to option into the course is entirely up to the districts, but we will encourage them to adopt our courses as they will be sanctioned by our 2 IHEs. |
| Our goal for the Math College Preparatory Course is to have the MOU and syllabus completed for review by officials. We are in partnership with Region 6 for the English Language Arts College Preparatory Course. |
| Professional development for regional teachers teaching courses in `14-15 & `15-16 will be delivered this spring. Grades of students completing courses will be reviewed. Both VATs will meet (if not in June, then in July) to review courses and plan for `15-16 school year. |
| . Form new partnerships with districts that did not offer the courses. |
| Students of Region 19 enrolled in the courses will have completed two semesters of College Preparatory English and College Preparatory Mathematics. We have been offering training and professional development for teachers beginning Summer 2014. We have come together as a team with educators including administrators and representatives from El Paso Community College and the University of Texas at El Paso during Fall 2014 and have planned additional meetings for March and April during Spring 2015. We have distributed regional surveys to assess student progress in the fall and will do so again in the spring. In addition, we will train and retrain teachers at the regional level this summer to continue to teach the courses. We will be dividing the training for beginning teachers and returning teachers during Summer 2015. |
| All districts will have access to a CPC course developed by or in partnership with IHE partner. |
| School Districts will have MOU's in place with their local community colleges and will begin offering classes in the Fall of 2015. Boot camps will be offered in the summer to help students meet TSI requirements. |
| The first meeting of the Region 17 College Preparatory course partnership was held Friday, February 13, 2015. We had excellent attendance that included one 2-year institution, two 4-year institutions, four school districts, and four ESC specialists. This meetin introduced members to the project purpose and goals. We discussed issues related to the College Preparatory courses and minimal data for Region 17 regarding the courses that are currently being offered and how many students are enrolled. We agreed to have our second meeting in May to take an in-depth look at the data for our region and determine our plan of action regarding the courses that are currently being offered in Region 17. |
| For math and English courses - use TSI data to determine the focus of the course. We hope to identify common areas to address and to provide course instructors with the tools to address individual student needs. By June, we plan to have TSI data from several school districts in Regions 6 and 7. At that point, the decision will be made whether to suggest modifying existing courses or to develop new courses. |
| Our goal is to complete the content and alignment each CPC before the end of the school year. We will reserve the summer for editing and finalizing each course. |
| College Prep course ELAR/Math course offered VAT review and calibrate semester 1 exams VAT determines professional development needs/plan for Summer 2015 to Spring 2016 |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 13 |

45. What will be accomplished by your English Language Arts Vertical Alignment Team by June, 2015?

|  |
| --- |
| Text Response |
| We hope to have data collected from all students who attended the year long ELA transition course and make improvements to the alignment and delivery. We plan to conduct professional development to improve teachers' skills and delivery of the course. |
| Course created for ELA CPC. |
| Professional development for regional teachers teaching courses in `14-15 & `15-16 will be delivered this spring. Grades of students completing courses will be reviewed. AISD & AC teachers will meet for grade-norming. Both VATs will meet (if not in June, then in July) to review courses and plan for `15-16 school year. |
| Course is completed. We are in the process of forming new partnerships for the districts that did not offer the courses this year. |
| The English Language Arts College Preparatory Course is well underway at Region 19. The vertical alignment team will assess if there are any changes that need to be made to the course framework and completion requirements for the course as we move to offer courses during the 2014-2015 school year. |
| All districts will have access to a CPC course developed by or in partnership with IHE partner. |
| knowledge of TSI requirements in ELAR |
| The English Language Arts Vertical Alignmnet Team will look at the data specifically related to English Language arts and determine a plan of action for the remainder of the year. |
| We plan to add lesson examples to the writing handbook that was developed last year. The handbook will be shared with partner schools. |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 9 |

46. What will be accomplished by your Mathematics Vertical Alignment Team by June, 2015?

|  |
| --- |
| Text Response |
| The Math VAT plans to review the data and analyze it in great detail to determine what is working and what is not working. This group also plans professional development using a trainer of trainers model to increase teachers skills and delivery of the course. |
| -Develop Semester 2 assessment -Data analysis for Semesters 1 & 2 -Meeting with partners to discuss challenges/successes -Promotion of the course |
| Course created for Math CPC. |
| We plan to have our MOU and course syllabus completed and ready for review by stakeholders. |
| Professional development for regional teachers teaching courses in `14-15 & `15-16 will be delivered this spring. Grades of students completing courses will be reviewed. Both VATs will meet (if not in June, then in July) to review courses and plan for `15-16 school year. |
| Course is complete. We are in the process of forming more partnerships with other colleges to help those that did not participate last year and did not offer the courses this year. |
| The Mathematics College Preparatory Course is well underway at Region 19. The vertical alignment team will assess if there are any changes that need to be made to the course framework and completion requirements for the course as we move to offer courses during the 2014-2015 school year. |
| Districts will have access to a CPC course develop0ed by IHE partner. |
| knowledge of TSI requirements in Mathematics |
| The Mathematics Vertical Alignment team will look at and analyze data specifically related to college readiness in math and determine a plan of action for the remainder of the year. |
| We will focus on the math college prep course as detailed by Region 7: We are moving toward a modular approach of problem based learning/teaching. We would like for the students to take the TSI as a diagnostic and that will give the teachers a base line. The course will be in a set of modules. The math will be taught not as a traditional math course but as a problem based format. We are also going to include a how to study section because that also is part of college prep. We plan to meet again on March 24 and our goal is to have this completed by middle to end of June. |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 11 |

47. Why has the English Language Arts College Preparatory Course of the partnership not been offered?

|  |
| --- |
| Text Response |
| We are still creating the courses. |
| We are still working to develop a course that works for all parties. |
| School districts have signed the MOU's and have made the course an option for studnets but the classes have not made. Most school districts have only Freshmen on the Foundation Diploma with an endorsement and the College Prep Course is only available as a local credit for students on the 4x4 diploma |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 3 |

48. Are you willing to survey each district in your region to learn more about the status of English Language Arts College Preparatory Courses including courses being offered and the numbers of students enrolled?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 4 | 100% |
| 2 | No | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 4 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 1 |
| Mean | 1.00 |
| Variance | 0.00 |
| Standard Deviation | 0.00 |
| Total Responses | 4 |

49. Why has the Mathematics College Preparatory Course of the partnership not been offered?

|  |
| --- |
| Text Response |
| We are still creating the course. |
| We are still working to develop a course that works for all parties. |
| School districts have signed the MOU's and have made the course an option for studnets but the classes have not made. Most school districts have only Freshmen on the Foundation Diploma with an endorsement and the College Prep Course is only available as a local credit for students on the 4x4 diploma |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 3 |

50. Are you willing to survey each district in your region to learn more about the status of Mathematics College Preparatory Courses including courses being offered and the numbers of students enrolled?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 3 | 100% |
| 2 | No | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 3 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 1 |
| Mean | 1.00 |
| Variance | 0.00 |
| Standard Deviation | 0.00 |
| Total Responses | 3 |

51. What is the status of your Fall 2014 English Language Arts College Preparatory Course?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | The course has ended. | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | The course continues to the end of Fall Semester on: | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 3 | The course continues to the end of Spring Semester. | |  |  | | --- | --- | |  |  | | 8 | 100% |
|  | Total |  | 8 | 100% |

|  |
| --- |
| The course continues to the end of Fall Semester on: |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 3 |
| Max Value | 3 |
| Mean | 3.00 |
| Variance | 0.00 |
| Standard Deviation | 0.00 |
| Total Responses | 8 |

52. How did the students perform in your Fall English Language Arts College Preparatory Course?  Please attach a spreadsheet that shows the number of students enrolled, the number who completed the course, and the number who met the college readiness criteria in reading and writing by school district.

|  |  |  |
| --- | --- | --- |
| File Upload | File Type | File Size |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 0 |

53. What are your partnership's plans for evaluation of your Fall 2014 English Language Arts College Preparatory Course?

|  |
| --- |
| Text Response |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 0 |

54. How many students enrolled in your English Language Arts College Preparatory Course in Fall 2014?  Please attach a spreadsheet that shows the number of students enrolled by district.

|  |  |  |
| --- | --- | --- |
| File Upload | File Type | File Size |
| F\_6D94oRKfkhcFP6J | application/vnd.openxmlformats-officedocument.wordprocessingml.document | 9.9KB |
| F\_0I2rK1NoBrzNJBj | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 9.8KB |
| F\_baoghDCjHITe3el | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 10.3KB |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 3 |

55. What is the status of your Fall 2014 College Preparatory Course in Mathematics?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | The course has ended. | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | The course continues to the end if Fall semester on | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 3 | The course continues to the end of Spring semester. | |  |  | | --- | --- | |  |  | | 8 | 100% |
|  | Total |  | 8 | 100% |

|  |
| --- |
| The course continues to the end if Fall semester on |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 3 |
| Max Value | 3 |
| Mean | 3.00 |
| Variance | 0.00 |
| Standard Deviation | 0.00 |
| Total Responses | 8 |

56. How did the students perform in your Fall College Preparatory Course in Mathematics. Please attach a spreadsheet that shows the number of students enrolled, the number who completed, and the number who met the district criteria for college readiness in mathematics by school district.

|  |  |  |
| --- | --- | --- |
| File Upload | File Type | File Size |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 0 |

57. What are your partnership's plans for evaluation of your Fall 2014 College Preparatory Course in Mathematics?

|  |
| --- |
| Text Response |
| The Vertical Alignment teams are the people who will be evaluating and analyzing the courses' effectiveness. |
| Analyze data from assessments and from course grades. |
| Direct visits to campuses that offer the course and survey responses. |
| Our intention is to focus the AVATAR project on review of the initial offerings and updating or sharing additional resources for the courses already developed. |
| Plans are to discuss at the next meeting who the viable stakeholders would be for review of the created materials. |
| The math VAT met 2-6-15 to review Fall `14 enrollments, completions, and grades. |
| We plan to meet with our Curriculum specialist and the college representatives as well as the HS representatives. Compare courses syllabi, expectations, level of rigor, alignment, success of students going into college, professional development needed by districts. |
| It is in discussion. We plan to have our partners convene in May to discussion the future of the courses which will include evaluation and suggestions for changes. We are having difficulty getting information back from our districts regarding the number of students enrolled in these courses. WE have sent out the information twice and have received 18 responses. We are in the process of calling each high school to verify the answers due to some conflicting information on the survey. Please note that the file showing the number of students enrolled is for either course. We do not have the data broken out by course at this time. |
| We will be studying the responses to the Regional Fall Survey 1 and evaluating implementation to assess the processes and requirements that have worked and what can be improved as we move forward. Additionally, we have been conducting classroom observations to address concerns on a more individualized level during this first year. As a service center, we are committed to providing the best possible training and support for educators of our school districts to include the College Preparatory Courses. |
| The IHE and district partners will reveiw the success and challenges of the CPC by conducting meetings to review course content and delivery practices. |
| We will develop plans at our Feb. 19th meeting. |
| To contact each district with signed MOU and encourage offerings of College Prep in the Fall of 2015 |
| We do not have those in plan as we just held our first meeting on February 13. We will be discussing our plan of action and evaluation of courses at our May meeting. |
| This should be addressed in the March 24 meeting of the Region 7 committee. |
| I will be hard to evaluate due to lack of participation. |
| We do not have have students taking the course. It was developed and offered by some districts but no students are enrolled. |
| in progress |
| Have not identified yet |
| Math VAT will meet to calibrate rubrics, review exams, align outcomes and build a plan for professional development for summer 2015 to Spring 2016 |

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| --- | --- |
| Statistic | Value |
| Total Responses | 19 |

58. How many students enrolled in your Fall 2014 Mathematics College Preparatory Course by school district?  Please attach a spreadsheet that shows the number of students enrolled by district.

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| --- | --- | --- |
| File Upload | File Type | File Size |
| F\_0d19S6lCy7jUWSV | application/vnd.openxmlformats-officedocument.wordprocessingml.document | 9.9KB |
| F\_0dLWQgdmXmwKyWx | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 9.8KB |
| F\_1Hotsxzdut1ErYx | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 11.1KB |
| F\_0djKmNxOHcvweIR | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 10.2KB |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 4 |

59. How does your partnership see College Preparatory Courses in relationship to other elements of HB5 such as endorsements, local Career and Technical Education (CTE) courses, and other aspects of college or career readiness?

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| --- |
| Text Response |
| The Vertical Alignment teams will be focusing on the courses themselves this year with a focus on other issues of HB5 as we ensure the courses' effectiveness. I do not have a spreadsheet of ELA and Math students enrolled in the courses at this time. We will not have that information until we clear the IRB so we can request that information. |
| Important to ensuring all students are prepared for postsecondary education. |
| I am not sure I have enough information to answer this question at this time. Due to the complexity of HB5 there are different staff in districts as well as our own organization working on different components of HB5. The ultimate goal would be to address HB5 systemically and to assist districts in connecting the components to streamline their support, course offerings, counseling, etc. |
| The course will be in alignment with HB5 and the requirement that districts must offer a college preparatory course for students not college and career ready. The element of endorsements and CTE courses will be examined at a later date and not at this time frame. We plan to work with the Director of CTE from Region 7 and also the specialist for counselors and map out paths for students. |
| Both math and ELA CPCs may count as a 4th credit. The CPCs might be more appropriate courses for students depending upon their foundation plans. They also give students the opportunities to enter college without having to take developmental education courses. Also, even if students take the CPCs but don't pass them, they should be better prepared for the TSI and/or for placement in higher levels of developmental education courses in college. |
| They seem to know that they have to offer them, but seem not to see their importance or need. CTE seems to be a greater concern and better developed. |
| We see this partnership as a good alignment with CTE courses and endorsements because they prepare the students for post secondary success. |
| We are very lucky to have fully committed higher education partners and school districts. The College Preparatory Courses are seen as an essential part of college and career readiness and HB5 compliance. Districts are moving to have all students tested in TSI to better assess student college readiness level and direct students needing additional preparation to the College Preparatory Courses available at the high schools. |
| Districts are meeting the requirements of HB5 and are looking to expand connections to Career and Technical Education courses. |
| The HOT P-16 council will be completing a Business/Education Connections meeting in April that will enable Business partners to help understand Endorsements and which endorsement their business will be part of. We will be reviewing career pathways that are listed under each specific endorsement. |
| As was discussed in our meeing, the knowledge and skills specific to the content of both math and English are critical to the College Preparatory courses; however, the importance of gerenal college readiness skills are also important. Many teachers expressed the fact that students lack study skills, note taking skills, time management, etc. necessary to be successful in college. The need for students to be exposed to real-life college experiences was also expressed (what is it like to sit in a college class, professor expectations, where to go for help, etc.) Also of concern to many of our districts is what kind of credit the students can get for taking the college preparatory courses and making sure they get the correct credit for the particular graduation plan they are on. |
| At this point, the college prep courses are completely separate. It is hoped that the refinement of the courses will lead to further discussions about how they fit into endorsements, CTE, etc. |
| We have not discussed this yet. |
| We agreed that college preparatory courses are necessary to bridge the gap between high school and post secondary opportunities. They are another piece of the college readiness puzzle that will prepare students for success. |
| Have not made it to this stage yet |
| They consider it an expectation of HB5. |

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| --- | --- |
| Statistic | Value |
| Total Responses | 16 |