My Report

Last Modified: 07/13/2015

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 | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 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 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 19 | Region 19 | |  |  | | --- | --- | |  |  | | 1 | 5% |
| 20 | Region 20 | |  |  | | --- | --- | |  |  | | 1 | 5% |
|  | Total |  | 19 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 20 |
| Mean | 10.84 |
| Variance | 34.47 |
| Standard Deviation | 5.87 |
| Total Responses | 19 |

2. Please visit the AVATAR website at www.untavatar.org and look in the file for your region.  Which of the following best describes that status of your partnership list for 2014-15 under the Partners and Team Members tab?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | An accurate list of partnership member institutions and their representatives is posted. | |  |  | | --- | --- | |  |  | | 7 | 37% |
| 2 | An accurate list was posted, but it has changed. | |  |  | | --- | --- | |  |  | | 6 | 32% |
| 3 | An accurate list of partners and representatives.is not posted | |  |  | | --- | --- | |  |  | | 6 | 32% |
|  | Total |  | 19 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 3 |
| Mean | 1.95 |
| Variance | 0.72 |
| Standard Deviation | 0.85 |
| 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 CPC's in ELA?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes and this group remains the same | |  |  | | --- | --- | |  |  | | 7 | 37% |
| 2 | Yes, but it has changed since last submission | |  |  | | --- | --- | |  |  | | 5 | 26% |
| 3 | No | |  |  | | --- | --- | |  |  | | 7 | 37% |
|  | Total |  | 19 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 3 |
| Mean | 2.00 |
| Variance | 0.78 |
| Standard Deviation | 0.88 |
| 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 CPC's in Mathematics?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes and this group remains the same | |  |  | | --- | --- | |  |  | | 8 | 42% |
| 2 | Yes, but it has changed since last submission | |  |  | | --- | --- | |  |  | | 6 | 32% |
| 3 | No | |  |  | | --- | --- | |  |  | | 5 | 26% |
|  | Total |  | 19 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 3 |
| Mean | 1.84 |
| Variance | 0.70 |
| Standard Deviation | 0.83 |
| Total Responses | 19 |

5. Which of the following best describes the stage of development of your partnership's CPC in ELA?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Still in development | |  |  | | --- | --- | |  |  | | 4 | 21% |
| 2 | Syllabi and MOU were developed but students have not enrolled in courses. | |  |  | | --- | --- | |  |  | | 5 | 26% |
| 3 | Students were enrolled in 2014-15. | |  |  | | --- | --- | |  |  | | 10 | 53% |
|  | Total |  | 19 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 3 |
| Mean | 2.32 |
| Variance | 0.67 |
| Standard Deviation | 0.82 |
| Total Responses | 19 |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Still in development | |  |  | | --- | --- | |  |  | | 4 | 22% |
| 3 | Syllabi and MOU were developed but students were not enrolled in courses | |  |  | | --- | --- | |  |  | | 5 | 28% |
| 4 | Students were enrolled in 2014-15 | |  |  | | --- | --- | |  |  | | 9 | 50% |
|  | Total |  | 18 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 4 |
| Mean | 3.06 |
| Variance | 1.47 |
| Standard Deviation | 1.21 |
| Total Responses | 18 |

7. Please attach a spreadsheet that includes an accurate list of your partnership.  Your list should include, at minimum, the full name of each person on the partnership council with titles and the institutions they represent (to include ISD, 2-year college, 4-year college, and P-16 Council or other workforce partner)

|  |  |  |
| --- | --- | --- |
| File Upload | File Type | File Size |
| F\_cBiN961kBvQLWGp | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 16.8KB |
| F\_3Cyma3PSi5HEffD | application/pdf | 104.4KB |
| F\_6M7FVaxwnNLxgY5 | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 10.3KB |
| F\_eeZ5i9cSxOO5mgB | application/vnd.openxmlformats-officedocument.wordprocessingml.document | 11.8KB |
| F\_brA6zJOgl0iYmHj | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 10.3KB |
| F\_cZOGQ0xcx8GFHkV | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 10KB |
| F\_6x6rW2mBYLIFV5z | application/pdf | 12.4KB |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 7 |

8. Who are the members of your ELA VAT?  Please attach a spreadsheet that provides, at minimum, the full name, title,  and institution of each member..

|  |  |  |
| --- | --- | --- |
| File Upload | File Type | File Size |
| F\_3jBD6NKrlGB71fn | application/pdf | 104.4KB |
| F\_6x5h6LxC0Nj4ysl | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 10.3KB |
| F\_5BV2mS0yLQQYfad | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 10.3KB |
| F\_eEvNwXNRxGOmaKp | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 10KB |

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

9. Who are the members of your Mathematics VAT?  Please attach a spreadsheet that provides, at minimum, the full name, title, and  institution of each member.

|  |  |  |
| --- | --- | --- |
| File Upload | File Type | File Size |
| F\_0pK89qShnIulXil | application/pdf | 104.4KB |
| F\_ddnTaQBZ9yJUzlz | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 10.3KB |
| F\_3Q22MeCs4Rv1tYh | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 10.3KB |
| F\_3JDmza0PsXlbfgx | application/vnd.openxmlformats-officedocument.spreadsheetml.sheet | 10KB |

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

10. In Spring 2015, approximately how many high school students were enrolled in your partnership's ELA CPC under the following conditions.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Enrolled in a Spring only course | |  |  | | --- | --- | |  |  | | 3 | 43% |
| 2 | Continued in a course that started in Fall, 2014 | |  |  | | --- | --- | |  |  | | 6 | 86% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Total Responses | 7 |

11. In Spring 2015, approximately how many students were enrolled in you partnership&#39;s Mathematics CPC under the following conditions?.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Enrolled in a Spring only course | |  |  | | --- | --- | |  |  | | 4 | 57% |
| 2 | Continued in a course that started in Fall, 2014 | |  |  | | --- | --- | |  |  | | 7 | 100% |

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| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Total Responses | 7 |

12. What CPC's other than those of your partnership are offered in your region?  Please be as specific as possible about who developed the courses, the numbers of students enrolled, and plans for continuation of these courses.

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| --- |
| Text Response |
| There are none that we are aware of at this time. |
| I do not have specific information regarding this question, but know in our region schools were forming individual partnerships with institutions of higher education to meet the HB 5 requirement. |
| I am not aware of any other CPC's offered in my region aside from those of our partnership. This initiative is driven by the service center so that all students of our region will have the same access, opportunities, and information. This centralized approach has proven to be effective. |
| none that I know of... |
| No of which I am aware. |
| ES Region 11 is not aware of any additional partnerships other than Weatherford College, Tarrant County College District, Hill College and the North Central Texas College. |
| Only 4 schools even offered these courses for 2014-15. Of those, two had less than 5 students enrolled in the course. Overall, the data from THECB shows that the students leaving high school and taking the TSI are successful and do not need remediation courses. In some schools, the number is 100% are successful. This data supports information I have heard from our math consultant that also teaches the remedial classes at one community college. Most of her students are those that have been out of high school for a number of years. |
| NONE |
| THere are very few and they are very unorganized. Most districts offered the courses but no students signed up for the course. |
| We are aware of three districts (Central ISD, Lindale ISD, and Hemphill ISD) who are offering courses which were developed by the teachers of those districts. Other information is unknown at this time. |
| It appears that some districts have created their own course; selected an online option; partnered with Ranger College; or have not addressed the CPC requirement. |
| The team is in the process of gathering this data from the Region 14 school districts. |
| None that I know of. |
| La Vega ISD did offer the College Prep course for ELAR to 7 students with the guidance of McLennan Community College. |
| none that we are aware of |
| Unaware of any others |
| Most schools have ELA and Math CPCs. Development and enrollment information is unknown. |

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| Statistic | Value |
| Total Responses | 17 |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes, I have answered all of the questions and I'm ready to submit the survey. | |  |  | | --- | --- | |  |  | | 19 | 100% |
| 2 | No, I have not answered all of the questions and I'm not ready to submit. (Please close survey to Save and Continue later). | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 19 | 100% |

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| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 1 |
| Mean | 1.00 |
| Variance | 0.00 |
| Standard Deviation | 0.00 |
| Total Responses | 19 |

14. Please describe the major accomplishments of your College Preparatory Course (CPC)  Partnership  during the Spring, 2015, Semester.

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| --- |
| Text Response |
| The Region 17 CPC Partnership met three times during the Spring semester with excellent attendance at each meeting. Prior to joining the AVATAR Project we had College Preparatory projects in place and students enrolled. The focus this Spring was to develop resources and materials to support the teachers teaching the courses. |
| The vertical alignment discussions between ISD staff and higher education staff were very productive. The two vertical alignment groups felt that the time used to review / update the CPC was well spent and that all participants gained additional knowledge and resources. |
| We had a regional meeting on April 30th where we discussed how we would be moving forward for next year. In addition, we outlined the focus of our work for the summer 2015 and the 2015-2016 academic year. Regional training dates for returning and new teachers were shared on April 30th. We also sent out a Spring 2015 survey to gather more data on student performance in the courses. We have just finalized training materials for our summer training dates. |
| Creation of live binders. They are the place we are storing resources and documents that we think will be useful when we begin to work on the instruction modules in the fall. |
| Offered courses, Spr. `15: English College Prep -- Hereford, Dumas, Amarillo ISD, Channing, Math College Prep -- Hereford, Dumas, Nazareth, Amarillo ISD, Channing, How many students enrolled in each course in SPRING 2015? English College Prep -- Amarillo ISD 181 Math College Prep -- Nazareth 1,Amarillo 171 |
| Four Two-Year IHE's (Tarrant County College District, Weatherford College, North Central Texas College and Hill College) developed and implemented the ELA and Mathematics College Preparatory Courses during the 2014-2015 school year. The four Two-Year IHE's have signed MOUs with a total of 64 districts and 1 charter school. Two-Year IHEs were successful in maximizing resources in the development of coursework and minimizing the cost to district partners and students. All of the Two-Year IHE partners felt the greatest accomplishment was the open dialogue with districts and high school classroom teachers. |
| My major accomplishment this semester was just trying to understand the grant objectives. Since I inherited this project in late spring at a time where ISD's and colleges were busy with testing and semester conclusions, I haven't made as much tangible progress as some of the other regions. But I do feel that I almost have a handle on what might be most effective for our schools. I've been able to conduct a large amount of research on how many of our students are not "college ready" based on THECB data online and talked with our secondary Math consultant about what she sees as the biggest needs for our school districts. In addition, I have researched which school districts had a course this year in either college prep ELA or math. |
| Both courses were utilized by all districts and we had approximately 900 math students (700) completed and approximately 500 ELA students (450 completed) completed the courses. The registrars from all IHEs in Region one including leadership from Region One and IHEs met to discuss how to incorporate the waivers on the transcripts and/or provide a waiver itself. It is working out well for all IHEs at this time. |
| We have 3 district partners and 3 college partners. All 6 parties have agreed on one MOU. This will enable students who complete the requirements of the course to attend one of three colleges without remediation in the course they completed. |
| The course is being developed. The TEKS and CCRS are being aligned and should be ready by mid-August. |
| Working with Midwestern State University and Vernon College, Region 9 Education Service Center facilitated the creation of an acceptable College Prep Course for English Language Arts and Mathematics. The teams working on the courses were made-up of higher education instructors; secondary teachers; administrators; and service center personnel. |
| Our major accomplishment would be bringing a team together to work together in vertically aligning College Preparatory Courses in our region. There has been some discussion over the development of a MOU for colleges and school districts to implement in offering the College Preparatory Courses |
| A VAT meeting was held to reinvigorate the partnership with the IHEs. |
| The College Preparatory Course for ELAR and Math was reviewed by appropriate staff. The course is ready to be implemented for 2015-2016 school year. Dr. Fred Hills at McLennan Community College has reached out to all school districts in the Service Delivery Area and let them know that the CPC course is ready for next school year. |
| Successful course completion by several LEAs in CPELAR and CPMath. Rubric calibration conversations started in CP ELAR VAT Rubric/Assessment alignment and calibration completed by CP Math VAT |
| -Continued implementation of the CPC -Development of Semester 2 exam -Exploring Endorsement Conference for students in Grades 8, 9, 10 |
| Students were enrolled Communication between principals and counselors Awareness of HB 5 expectations to more campuses |
| The CPC partnerships are still in development. |
| Initial conversations led to informal survey of school districts regarding current offerings of college prep courses. |

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

15. What are the goals for the CPC Partnership over the summer?

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| Text Response |
| Both the Math and ELA VATs are making revisions and edits to the products/documents developed during the Spring semester. This will be discussed in detail later in the survey. A meeting was held with new members from our partner institutions to discuss the new goals/objectives related to the endorsements and graduation plans. |
| Both VATs have continuation work to complete from the 2 day intensive meetings. Frameworks are being polished and there is a desire for more sharing of information and resources within the larger ESC 13 audience. |
| ESC Region 19 staff along with faculty partners at both EPCC and UTEP will be training new and returning teachers to the HB5 College Prep initiative on June 29th and July 6th. In addition, we are putting together parent materials for print that are pertinent to our regional partnership. |
| none |
| English College Prep: We are making quite a few changes to the course, but I won’t have everything final until the middle of July. We met June 1 and began the revision process with Amarillo College, but we can’t meet again until much later. Amarillo College has given us liberty to make modifications to the course on our own then I’ll show AC's Eng. dept. chair what we’ve done. He said as long as we stay with parameters outlined that he’d be fine with it. I don’t know any changes that need to be made to the MOU. The biggest improvements that we’ll make to the course are in the content of the articles selected for reading. We are going to broaden the scope and do a better job of choosing things that interest students. Additionally, we are switching the order of a couple of the units to better serve our teachers and students. Math College Prep: We do not plan to make any changes to the math course, or the MOU for next year. We feel the course worked well as it is, and we look forward to offering it again next year. |
| Evaluate the CPC courses taught and make revisions as needed |
| To get at least one of the three community colleges in the R8 service area to agree to participate in the project. To have an opportunity to disseminate information to the school administrators about the purpose of the project. |
| We will update both courses this summer to ensure they meet teacher expectations and keep course fidelity. We also formed the Core Advisory Team that will include presentation from all stakeholders including the districts, Region One, and all IHEs. The group met once and invitations have gone out to all of the districts inviting one presentative from each district that has some authority to make decisions about data sharing, course fidelity, highly qualified teachers, and transcript work for the 2015-16 school year. |
| Communication to other districts who were not originally on the AVATAR team. Facilitate discussion of teachers and college professors before the school year begins to ensure course objective agreement. |
| Our goal is to complete the course development and get it online for district use. |
| Training for teachers and administrators in best practices for the math and ELA college prep courses. Instructors/teachers from higher education and secondary schools will co-teach the workshop sessions. |
| Goal 1: To review what has been started or completed toward establishing the College Preparatory Courses. Goal 2: To gather data related to students taking the courses and completing the course with success. Goal 3: To review collaboratively the vertical alignment of any CTE courses locally developed by high schools with post-secondary courses. |
| To continue our work to foster strong partnerships between public ed and IHEs. We feel like our meetings have been productive and we have received good feedback regarding the direction the partnership is headed. |
| Update existing and MOU's and secure MOU's with additional school districts in the service delivery area |
| Professional Development for all LEAs involved in the partnership |
| -Contact districts to obtain data from CPC course and assessments -Review data when receive it from the districts -Plan Exploring Endorsements conference -Plan Mathematics Symposium -Explore what other regions are doing with CPC |
| Clarification of expectations of HB 5 Serving as liaison between High Schools and Higher Ed to access courses |
| The CPC partnerships are still in development. |
| None - it is in the best interest of all involved to withdraw from AVATAR. |

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| Statistic | Value |
| Total Responses | 19 |

16. Do you expect to continue to work with this same partnership in 2015-16?

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| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 15 | 83% |
| 2 | No | |  |  | | --- | --- | |  |  | | 3 | 17% |
|  | Total |  | 18 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.17 |
| Variance | 0.15 |
| Standard Deviation | 0.38 |
| Total Responses | 18 |

17. Please look at your &quot;Action Plans/ Minutes&quot; and &quot;Regional Materials&quot; on the AVATAR website.  Please upload any missing minutes or other materials representing Spring 2015 accomplishments here.

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| --- | --- | --- |
| File Upload | File Type | File Size |
| F\_5jVLe9D4RDWB7ql | application/pdf | 14.2KB |
| F\_0iyTbz4hsNc7t41 | application/pdf | 36.6KB |
| F\_1BmcdUIAazfTgjz | application/pdf | 165.1KB |
| F\_cGDvAaeR1NHbODz | application/pdf | 1MB |
| F\_81vyG6juHukIVY9 | application/pdf | 18KB |
| F\_9st2ptRiBwjkxFj | application/vnd.openxmlformats-officedocument.wordprocessingml.document | 738.3KB |
| F\_6YkjH3i8QmL1wQl | application/vnd.openxmlformats-officedocument.wordprocessingml.document | 740KB |
| F\_24VNtvnOehLTFcN | application/pdf | 195.4KB |

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

18. Please describe the major accomplishments of your ELA VAT in the Spring, 2015, semester.

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| Text Response |
| The ELA VAT met three times and developed a document titled " College Prep ELA Starter Kit" that includes a resources list, scope and sequence, and logistics piece. Both secondary and post-secondary partners participated in discussions of what should be covered in the course to best prepare students for college level work. |
| The ELA VAT had extremely productive conversations regarding content, TEKS, college level syllabus, and expectations of students. The VAT teams reviewed the current framework and added resources, details to assist teachers in delivery of the course. Unit organizers and a scope and sequence that addresses English IV as well as college level standards are in development. |
| STAAR writing rubric was removed from our Regional Frameworks documents and replaced by a Common Essay Rubric developed and used by El Paso Community College faculty in their Integrated Reading and Writing developmental course. |
| Creation of live binders. They are the place we are storing resources and documents that we think will be useful when we begin to work on the instruction modules in the fall. |
| See above. |
| Four Two-Year IHE's (Tarrant County College District, Weatherford College, North Central Texas College and Hill College) developed and implemented the ELA and Mathematics College Preparatory Courses during the 2014-2015 school year. The four Two-Year IHE's have signed MOUs with a total of 65 districts and 1 charter school . Two-Year IHEs were successful in maximizing resources in the development of coursework and minimizing the cost to district partners and students. All of the Two-Year IHE partners felt the greatest accomplishment was the open dialogue with districts and high school classroom teachers. |
| See above answer related to CPC question. |
| The ELA VAT is responsible for some of the updates that are going to occur this summer. Teachers suggested many additions to the ITUNE Book that are going to happen this summer: student examples, calibration help, clear timeline, and suggested teaching ideas. |
| Great discussions about the skills needed to be college ready. The ELA TEAM created a syllabus for CPC ELA and supported each other in this process. |
| We are in partnership with Region 6. |
| Development of the CPC for our region. |
| Researching prior work that was established by the previous team in 2012-2013. |
| The outline of the course has been completed, but no resources have been developed. |
| Review of existing CPC, worked with the counseling VAT on the development of a profile of a high school graduate as they enter their first year of college. |
| Successful course completion by several LEAs in CPELAR and CPMath. Rubric calibration conversations started in CP ELAR VAT |
| We did not work with ELA |
| Courses in place Students enrolled Communication between HS and HE has improved. |
| The ELA VAT is still in development. |
| Students were enrolled in ELA CPCs, but they were not developed by the AVATAR partnership |

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

19. What are the goals for your ELA VAT over the summer?

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| --- |
| Text Response |
| Final revisions and edits to the document are being made this summer. As soon as these are complete, the document will be posted online in a LiveBinder that Region 17 maintains and will be shared at the College Prep teacher trainings held this summer. |
| The ELA VAT will complete the unit organizer and scope and sequence. |
| El Paso Community College faculty will be present at all ESC Region 19 trainings for ELA District College Preparatory teachers. ELA college faculty will be participating in and conducting a workshop for teachers. |
| none |
| See above. |
| Evaluate the CPC courses taught and make revisions as needed |
| See above answer related to CPC question. |
| ELA Professors from all IHEs: Design, lead, create, and attend summer workshop Provide training/programing support to create the new books for the college ELA College Prep course Highly qualified teachers who taught the courses this year: Create new ELA edition of the College Preparation Course with assignments, student examples, and course timeline |
| Same as partnership |
| We are in partnership with Region 6. |
| Training on the CPC course for ELA. |
| To communicate with Ranger College and Cisco College on the development of CPC and MOU with Region 14 school districts. |
| To begin development of course materials. |
| We celebrated the achievements of the group at the Connect3 Conference and recognized all of the participants at the annual Counselor's Appreciation Luncheon |
| Professional Development for CP ELAR teachers |
| We did not work with ELA |
| Discussion of final exam - come to an agreement Principal and counselor training |
| The ELA VAT is still in development. |
| None |

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

20. Please describe the major accomplishments of your Mathematics VAT in the Spring, 2015, semester.

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| Text Response |
| The Math VAT met three times and decided to develop an online document to provide resources and topics to use in teaching the College Prep course. Both secondary and post-secondary partners participated in discussions of what should be covered in the course to best prepare students for college level work. |
| The Math VAT had extremely productive conversations regarding content, TEKS, college level syllabus, and expectations of students. This included content, problem solving, and conceptual understanding of mathematics to increase student success. The VAT teams reviewed the current framework and added resources, details to assist teachers in delivery of the course. A scope and sequence is being added in addition to the resources for instruction. |
| The online access codes for students linked to the book being used in the Mathematics College Prep course at the high schools have become very expensive for districts to purchase. We have put together additional online materials that are free to use for teachers in districts where the purchase of access codes has become unfeasible. These additional resources will be presented to teachers at the summer trainings. |
| Creation of live binders. They are the place we are storing resources and documents that we think will be useful when we begin to work on the instruction modules in the fall. |
| See above. |
| Four Two-Year IHE's (Tarrant County College District, Weatherford College, North Central Texas College and Hill College) developed and implemented the ELA and Mathematics College Preparatory Courses during the 2014-2015 school year. The four Two-Year IHE's have signed MOUs with a total of 65 districts and 1 charter school. Two-Year IHEs were successful in maximizing resources in the development of coursework and minimizing the district partners and students. All of the Two-Year IHE partners felt the greatest accomplishment was the open dialogue with districts and high school classroom teachers. |
| See above answer related to CPC question. |
| Mathematics responded to all teacher requests and suggestions as well. All teachers who were able to teach all year discovered students easily passed the TSI even though they had earned waivers. The other interesting piece of news was that about 20% of students who began the course and completed semester one, also passed the TSI. |
| Great discussions about the skills needed to be college ready. The Math TEAM created a syllabus for CPC Math and supported each other in this process. |
| We met with Adrian Knight, Coordinator of Federal Programs, who advised us in locating counselors and administrators to become part of our team. He is also our contact for CTE. |
| Development of the CPC course for math. |
| Researching prior work that was established by the previous team in 2012-2013. |
| A collaborative group of teachers from member high schools met at the end of May to begin developing resources for classroom teachers. Approximately 1/3 of the course was completed. |
| Review of existing CPC, worked with the counseling VAT on the development of a profile of a high school graduate as they enter their first year of college. |
| Successful course completion by several LEAs in CPELAR and CPMath. Rubric/Assessment alignment and calibration completed by CP Math VAT |
| -Development of Semester 2 Exam |
| Courses in place Students enrolled Communication between HS and HE has improved. |
| The Mathematics VAT is still in development. |
| Students were enrolled in Math CPCs, but they were not developed by the AVATAR partnership |

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| Statistic | Value |
| Total Responses | 19 |

21. What are the goals for your Mathematics VAT over the summer?

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| Text Response |
| The Math VAT will be meeting in July to compile and format resources to put into the online LiveBinder resource that will be available for all teachers to use in offering the College Prep course. The resource wil be shared with teachers during the College Prep trainings held this summer. |
| The Math VAT will continue to review resources and polish materials to share with others in the ESC 13 area. |
| El Paso Community College faculty will be present at all ESC Region 19 trainings for Mathematics District College Preparatory teachers. Mathematics college faculty will be participating in and conducting a workshop for teachers. |
| none |
| See above. |
| Evaluate the CPC courses taught and make revisions as needed |
| See above answer related to CPC question. |
| The math group consists of professors, computer programer, and math highly qualified teachers: Professor Goals: Plan the summer HB5 Week long Training, Teach that week, learn programing and prepare it for fall rollout to districts and, must assess the math works that exists for high schools who have already taken the math exams online. Computer Programer: Must reprogram the Mathworks to fit the changes made by the summer team to allow for assessment results to be entered and seen by math professors Teacher goals: Align homework with textbook; design a summer workshop that will provide training to others in nearby districts—become the liaison for the College Prep Course; contribute to the updating of the Mathworks Program; provide a means for collecting high school data that does not identify students but allows for analyses. |
| Same as partnership. |
| We will be meeting with counselors and administrators to develop the alignment of courses for each endorsement based upon the needs of small schools VS. large schools. |
| Training teachers and administration on the CPC for math. |
| To communicate with Ranger College and Cisco College on the development of CPC and MOU with Region 14 school districts. |
| To continue the collaboration and complete the development of resources for the remainder of the course. |
| We celebrated the achievements of the group at the Connect3 Conference and recognized all of the participants at the annual Counselor's Appreciation Luncheon |
| Professional Development for CP Math teachers |
| -Contact districts to obtain data from CPC course and assessments -Review data when receive it from the districts -Plan Exploring Endorsements conference -Plan Mathematics Symposium -Explore what other regions are doing with CPC |
| Discussion of final exam - come to an agreement Principal and counselor training |
| The Mathematics VAT is still in development. |
| None |

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

22. What steps must occur for your partnership&#39;s ELA CPC to be offered in Fall 2015?

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| Text Response |
| The ELA CPC was offered this last year and students were enrolled. The course will continued to be offerd in the Fall of 2015. Currently our school distrcts have MOUs with the only 2-year institution in our Reigon 17. |
| Final review of updates between institutions to ensure TSI exception will be offered. |
| We need to continue to train teachers, inform the districts, meet with the counselors, and provide ongoing support in the classrooms. It is important that our districts are able to receive the support and guidance they need in setting up the courses, selecting the right teachers for the courses, and identifying students that will most benefit from this initiative. |
| Students and parents must wee the need to take the course. At the present many do not feel that they are going to college anyway and it is not important for them to take it. |
| Plans are in place to continue for Fall `15. |
| The four Two-Year IHE partners will continue to evaluate course design, effectiveness and continue district partnerships to offer ELA and Mathematics CPC courses. |
| Colleges and ISD's have to decide that this project is a priority for them. If that happens, they can get a course in place. |
| The work from the summer updates must be completed and the Ibook updated. The core advisory committee must ensure that districts meet the MOU requirements of mandatory teacher training, data collection and submission, and student and teacher names submitted to the team. |
| Complete signing of MOUs for each district and college partner. Training for teachers. Refresh knowledge for Counselors and Advisers regarding the audience for these courses. |
| We are in partnership with Region 6. |
| The course is in place; training will be offered; and districts need to agree to participate. |
| Discussion with community colleges to determine where they are in the partnership. |
| We must develop strong resources for the teachers, as well as get buy-in from campuses. The "Engaging Parents" seminar should also help. |
| Dr. Fred Hills at McLennan Community College sent the following message on 6/30/16 I’m following up with our offer to help with you on the college prep courses in meeting HB5 requirements. McLennan is committed to support your efforts in developing and fielding these courses where needed and continues to offer curriculum, learning outcomes, text book recommendations, assessments and training for the college prep courses in Math and ELA as required by the legislation. We also have the materials and recommended online tools in support of online course offerings and have one of our instructional designers available to consult as needed. Finally, we are looking forward to working with you in the coming year with the structuring the endorsement pathways through dual credit courses, articulation agreements, and college programs where possible. Look forward working with you in the coming year. If you have any questions, please do not hesitate to call me or Londa Carriveau, our Dual Credit Program Coordinator, at 254 299-8937 or email at lcarriveau@mclennan.edu. Sincerely, Fred Hills, PhD Dean, Arts, Sciences & Business McLennan Community College Waco TX 76708 Email: fhills@mclennan.edu Office Phone: (254) 299-8661 Cell Phone: (254) 495-1956 Fax: (254) 299-6209 www.mclennan.edu |
| MOU for 2015-2016 Successful Transcript process completed/identified Data Sharing from offerings in 2014-2015 |
| Meet with the leader of the ELA team (outside organization) |
| More discussion regarding final exam Training for counselors and principals |
| ELA CPCs are already offered, but they were not developed by the AVATAR partnership |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 18 |

23. Please look under the "Ref and College Prep Courses" tab for your region on the AVATAR website.  Are the syllabus and other important material for your ELA CPC posted here?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 4 | 40% |
| 2 | No | |  |  | | --- | --- | |  |  | | 6 | 60% |
|  | Total |  | 10 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.60 |
| Variance | 0.27 |
| Standard Deviation | 0.52 |
| Total Responses | 10 |

24. If the the syllabus and other important material for your ELA CPC have not been posted, please submit it/them here.

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| File Upload | File Type | File Size |
| F\_3Wa4KtYc1NuyP6B | application/vnd.openxmlformats-officedocument.wordprocessingml.document | 17.3KB |
| F\_bOceU2zm9ILlkcl | application/pdf | 242KB |

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| --- | --- |
| Statistic | Value |
| Total Responses | 2 |

25. What do you think must happen for the ELA CPC of your partnership to be offered with enrolled students in Fall, 2015?

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| --- |
| Text Response |
| The four Two-Year IHE partners will continue to evaluate course design, effectiveness and continue district partnerships to offer ELA and Mathematics CPC courses. |
| Again, reiterating the audience for these courses to administrators, counselors and student advisers. |
| Districts must be interested in THIS course as an option for their students. |
| We must develop strong resources for the teachers, as well as get buy-in from campuses. |
| Follow up with districts and explaining the importance of working with McLennan Community College (or other college) to give their seniors the opportunity to be college ready when they enter college. |

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

26. How did the students perform in your Spring 2015 ELA CPC?  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 |

27. What are your partnership's plans for evaluation of your Spring 2015 ELA CPC?

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| --- |
| Text Response |

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

28. What steps must occur for your partnership&#39;s Mathematics CPC to be offered in Fall 2015?

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| --- |
| Text Response |
| The Math CPC was offered this last year and students were enrolled. The course will continued to be offerd in the Fall of 2015. Currently our school distrcts have MOUs with the only 2-year institution in our Reigon 17. |
| Final review of updates between institutions to ensure TSI exception will be offered. |
| We need to continue to train teachers, inform the districts, meet with the counselors, and provide ongoing support in the classrooms. It is important that our districts are able to receive the support and guidance they need in setting up the courses, selecting the right teachers for the courses, and identifying students that will most benefit from this initiative. |
| Students and parents must wee the need to take the course. At the present many do not feel that they are going to college anyway and it is not important for them to take it. |
| Plans are in place to continue to offer in Fall `15. |
| The four Two-Year IHE partners will continue to evaluate course design, effectiveness and continue district partnerships to offer ELA and Mathematics CPC courses. |
| Colleges and ISD's have to decide that this project is a priority for them. If that happens, they can get a course in place. |
| The math website needs to be updated to include all districts and easy enrollment of students for fall. The homework assignments for the free online math book must be completed with a new timeline developed |
| Same as ELA |
| The course must be finalized and MOU developed. |
| The course is in place and districts must desire to offer THIS course and send teachers training. |
| Discussion with community colleges to determine where the partnerships are in the timeline of development. |
| We are currently offering the course in several districts, but the course only made in one district this past year. Having resources for teachers and getting parent and student buy-in should be very helpful. |
| Follow up with districts and explaining the importance of working with McLennan Community College (or other college) to give their seniors the opportunity to be college ready when they enter college. |
| MOU renewal Professional Development Transcript process determined |
| Need to provide information to superintendents Work with ESC2 to get the information out to districts |
| It is being offered. Problem occurs in communication between principal and counselor. |
| Math CPCs are already offered, but they were not developed by the AVATAR partnership |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 18 |

29. Please look under the &quot;Ref and College Prep Courses&quot; tab for your region on the AVATAR website.  Are the syllabus and other important material for your CPC in Mathematics posted here?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Yes | |  |  | | --- | --- | |  |  | | 5 | 56% |
| 2 | No | |  |  | | --- | --- | |  |  | | 4 | 44% |
|  | Total |  | 9 | 100% |

|  |  |
| --- | --- |
| Statistic | Value |
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.44 |
| Variance | 0.28 |
| Standard Deviation | 0.53 |
| Total Responses | 9 |

30. If the syllabus and other important information for your CPC in Mathematics have not been posted, please submit it/them here.

|  |  |  |
| --- | --- | --- |
| File Upload | File Type | File Size |
| F\_6Jf5CwIzEsdoPD7 | application/pdf | 321.5KB |
| F\_0kv42BRw2xscdTf | application/vnd.openxmlformats-officedocument.wordprocessingml.document | 69.7KB |

|  |  |
| --- | --- |
| Statistic | Value |
| Total Responses | 2 |

31. What do you think must happen for the Mathematics CPC of your partnership to be offered with enrolled students in Fall, 2015?

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| --- |
| Text Response |
| More awareness of benefits of the course. |
| The four Two-Year IHE partners will continue to evaluate course design, effectiveness and continue district partnerships to offer ELA and Mathematics CPC courses. |
| Same as ELA |
| The course and training are available for districts interested in this option. |
| Follow up with districts and explaining the importance of working with McLennan Community College (or other college) to give their seniors the opportunity to be college ready when they enter college. |

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

32. How did the students perform in your Spring Mathematics CPC?. 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 |

33. What are your partnership's plans for evaluation of your Spring 2015 CPC in Mathematics?

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| --- |
| Text Response |
| The staff at 2- year institution that developed the MOU, guidelines for the course, and exam will be discussing the results of the exam in preparation for the teacher trainings that will be offered this summer. Our partnership members will discuss and evaluate the results in the fall when we resume our meetings.The format for this is yet to be determined. |
| A survey was sent out to teachers to gage student performance as well as teacher and administrator attitudes regarding the course. The survey also focused on district expectations for next school year. |
| I will send spreadsheets with spring grades from AISD's math and ELA courses to Mary. |
| The website must be updated, homework for the online math book, and course timeline developed. Additionally, the math IHEs hope to have aggregate data collected from each district along with correct student numbers and teacher names |
| We met with the teacher that taught the course this past year to discuss strengths and weaknesses of the course from his perspective. Generally, he felt he needed more resources, and these are being developed in our collaborative sessions. |
| Rubric calibration with student work evaluation of performance on CP courses - data sharing |
| -Obtain the data from the districts; contact the districts directly |
| Survey districts about offering and completion rates. |
| None |

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