

Mid-term Status Report – May 2015 to December 2015

ESC Region \_\_\_17\_\_\_

Date of this report \_\_\_\_December\_31, 2015\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Due on or Before December 31, 2015

1. Members of Partnership

Please list all partnership team members by name, affiliation, title, email and phone number.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | District/University | Title | Email | Phone |
| Ron Spears | South Plains College | Dean, Continuing Ed | rspears@southplainscollege.edu |  |
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| David Boyer | LCU | Associate Dean | David.boyer@lcu.edu |  |
| Patrick Hughes | TTU | Associate Vice Provost | Patrick.hughes@ttu.edu |  |
| Stacy Caviel-Watson | Lubbock ISD | College/Career Readiness | swatson@lubbockisd.org |  |
| Scotta Knight | Shallowater ISD | Counselor | sknight@shallowaterisd.net |  |
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| Pam Cooke | Smyer ISD | Counselor | pcooke@smyer-isd.org |  |

Please identify members of your active Vertical Alignment Teams with name, affiliation, title, e-mail address, and phone number.

Name of VAT\_Math\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| Name | District/University | Title | Email | Phone |
| Judy Gholson | Smyer ISD | Teacher | jgholson@smyer-isd.org |  |
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| Kathy Holster | South Plains College | Professor | kholster@southplainscollege.edu |  |
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Name of VAT\_\_\_English\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
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| Greg Reeves | Region 17 ESC | Specialist, English | greeves@esc17.net |  |

1. 2015-16 Goals of the Partnership. Please note any modifications from the Action Plan.

1. Develop ISD, post-secondary, and workforce/ P-16 partnerships appropriate to local endorsement options

2. Facilitate offering and documentation of College Preparatory Courses (CPCs) of the partnership

3. Deepen vertical alignment of the ELA and Math offerings of ISD and post-secondary partners

1. Status of Plan of Work

Please list the objectives associated with your goals in the table below and state the activities that have taken place to further each objective. State the results of each activity and any follow-up actions required to meet your objective.

|  |  |  |
| --- | --- | --- |
| Objectives | Activities | Results/Impact and Follow-up Anticipated |
| 1 | June 18, 2015  Meeting for Endorsement Partnership | All members were made aware HB5 requirements, the endorsements and what is being offered in Region 17 |
| 2,3 | July 20, 2015  College Prep ELA Teacher Training | Training Evaluation; attendance |
| 2,3 | September 2015  College Prep ELA Teacher Training | Training Evaluation; attendance |
| 2,3 | November 13, 2015  Meeting for Vertical Alignment Partners/Teams | Each VAT determined what steps to take to complete plan of action; math creating a LiveBinder of resources; English developing an information document about the courses for districts to use with parents and students.; Planned next meeting date |
| 1 | December 2, 2015  Panel Presentation of Post Secondary Admissions Personnel from 4 institutions | Training Evaluation; attendance |

1. What challenges or obstacles have you encountered and what have you done to overcome them?

We have not really encountered any significant obstacles or challenges. In the spring of 2015, we had an issue with districts correctly coding and reporting the students taking the College Preparatory courses. We have made many efforts to clearly communicate how this should be done. We continue to stress the importance coding the students correctly.

As a result of our AVATAR VAT meetings, it was realized that there is a discrepancy between what is required by the TEKS in high school math and what our local community college expects students to know in order to be ready for college level math courses. This has resulted in great discussion regarding what we can do to help alleviate the gap in information. The math VAT is in the process of developing an online resource to help address this issue. This resource will be available for all teachers responsible for teaching the College Prep math course.

We were also made aware that communication between counselors (who are placing students in the courses) and the teachers for the courses is lacking. Many of our districts have integrated the College Prep ELA into English IV. Several teachers from our ELA VAT mentioned they had no idea which students were in there for the College Prep credit. As we plan professional development for the Spring, we will make a point to stress the importance of communication between the counselors and teachers.

1. What assistance would be helpful to you?

At this point, I can’t think of anything other than the allocated funds that can be of assistance. We will continue to work to improve the delivery of the college prep courses and the success of the students taking them.