

Guidelines Regarding the Development and Implementation of College Preparatory Courses

Per HB 5, 83rd Texas Legislature, Regular Session



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BACKGROUND

House Bill 5 requires that school districts partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts to prepare students for success in entry-level college courses. The courses must be designed for students in the 12th grade who have demonstrated (through assessments or coursework) that they are not ready to “perform entry-level college coursework.” A student who “successfully completes” such a course is exempt from the requirements of the Texas Success Initiative in that content area at the partnering higher education institution.

In consultation with secondary and postsecondary stakeholders, the Coordinating Board has developed a series of guidelines for school districts and institutions of higher education to consider as they develop local college preparatory courses.

PARTNERSHIP GUIDELINES

Guideline: Establish clear roles, responsibilities and standards for developing and implementing the college preparatory courses.

The development and implementation of local college preparatory courses will be executed via local memorandums of understanding (MOU) between participating school districts and institutions of higher education. **It is recommended that the partners engage in an MOU that clearly delineates the roles and responsibilities of each partner, the curriculum and instruction standards for the course(s), the criteria to be used in placing students into the course(s), expectations and timelines regarding faculty-teacher collaborations, financial responsibilities, pre- and post- assessment protocols, and specific definitions of what constitutes “successful completion” of the respective courses.**

Guideline: Utilize the TSI Assessment to determine student eligibility or placement in the college preparatory course

The college preparatory courses are designed to help students in the 12th grade who have not demonstrated college readiness in math or English language arts.

It is recommended that the new TSI Assessment be used to determine college readiness and help identify students who would benefit most from such coursework. The value-added of using the new assessment is that each student falling below college readiness thresholds will receive a diagnostic profile of their academic performance that will allow for the differentiation of instruction to better target relative academic weakness of each participating student. The utilization of the TSI Assessment and of its diagnostic results for targeted instruction parallels policies and best practices in developmental education currently utilized by Texas higher education institutions.

Guideline: Be cognizant of dual credit course laws and rules

House Bill 5 allows for a college preparatory course to be offered for dual credit. However, it must be noted that for such a course to be offered for dual credit, it must be structured as a college-credit course as part of the curriculum. **All statutes and rules relating to dual credit, to include those governing student eligibility and course requirements, continue to be valid and must be followed.**

Remedial or developmental education interventions that are designed to prepare students for credit-bearing college courses may not be offered for dual credit, as stipulated in (Texas Administrative Code, Sec. 4.85 and TAC, Sec. 9.146). Some partnerships are designing courses, however, that combine a developmental curriculum with a college-level course, in which the first semester remedial course is followed by a semester of the first college-level course in the subject area for students who indicate readiness at the completion of the remedial content. The college-level course, if part of the core curriculum or career and technical education would meet eligibility requirements for state funded dual credit, as stated in TEC, Sec. 61.059(p).

Guideline: Ensure courses are aligned with College and Career Readiness Standards

It is recommended that the relevant Texas College and Career Readiness Standards function as the benchmark for college readiness expectations for each locally developed college preparatory course.

The most critical Texas CCRS should serve as the core standards for each college preparatory course. These standards are provided below and the performance expectations for each can be found within the full document (available for download at www.theccb.state.tx.us/cr). The critical college-readiness skills defined through TEKS and their performance expectations can be provided upon request.

Critical Math CCRS:

- I. Numeric Reasoning**
 - B. Number operations
 - C. Number sense and number concepts
- II. Algebraic Reasoning**
 - B. Manipulating expressions
 - C. Solving equations, inequalities, and systems of equations
 - D. Representations
- III. Geometric Reasoning**
 - B. Transformations and symmetry
 - C. Connections between geometry and other mathematical content strands
- IV. Measurement Reasoning**
 - D. Measurement involving statistics and probability
- VI. Statistical Reasoning**

C. Read, analyze, interpret, and draw conclusions from data

VII. Functions

A. Recognition and representation of functions

B. Analysis of functions

C. Model real world situations with functions

Critical English/Language Arts CCRS:

I. Writing

A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.

II. Reading

A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.

B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.

C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.

D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.

V. Research

A. Formulate topic and questions.

B. Select information from a variety of sources.

Cross-Disciplinary Standards

I. Key Cognitive Skills

B. Reasoning

F. Academic integrity

II. Foundational Skills

A. Reading across the curriculum

B. Writing across the curriculum

Guideline: Utilize the TSI Assessment to measure successful completion

It is recommended that each student completing the college preparatory course be required to complete the TSI Assessment in that content area in order to demonstrate mastery, either at midterm or upon completion of the course.

Students who will be exempt from TSI under this provision will move directly into credit-bearing college coursework at the partnering institution. This means that the college will not have the option to require the student to enroll in developmental education. With a deep interest in seeing their students succeed, colleges will want to ensure that students entering credit-bearing college courses under this TSI exemption be adequately prepared to meet the rigors of college-level coursework. The TSI Assessment is designed to assess the CCRS that are critical for college readiness and success. The Assessment also provides for a common definition of success, thus mitigating the potential for wide variations in student competency across multiple school districts and

instructors. Meeting TSI thresholds on the TSI Assessment would similarly ensure that students would be eligible to enter directly into credit-bearing college courses at all public higher education institutions in the state of Texas.

The information presented within this document is the starting point for further discussion. It is intended to serve as a draft outline for the required College Preparatory Courses as required in HB 5. The standards should guide the discussion for institutions of higher education and their partnering ISD as courses are developed. The intent is to serve as a common basis for the minimum skill and knowledge areas that must be addressed within the course. This does not exclude any other skills from being addressed within each course.

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