



# House Bill 5

# College Prep Course Updates

Presented by  
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# Review of HB5 College Prep Course Mandate

House Bill 5 (HB 5) College Preparatory Courses are governed by Section 28.014 of the Texas Education Code. This section requires school districts to partner with higher education institutions to develop and offer college preparatory courses in English and math.

## Purpose

- To help high school students prepare for college-level courses
- To help students avoid remedial or developmental coursework
- To help students demonstrate college readiness

## Who can take the courses

Students in the 12th grade who are not ready for college-level coursework

## How are students assessed

Students are assessed using an end-of-course assessment instrument, such as the Texas Success Initiative Assessment (TSIA) or a college entrance exam

## What are the benefits

Students who successfully complete a college preparatory course may be able to waive TSI requirements at the higher education institution if enrolled within two years

Students who complete an approved\* College Preparatory course earn a CCMR indicator for accountability but does not qualify for outcome bonus funding.



# Region One District and IHE Collaboration for College Prep Courses

**Region One ESC** – Workshop Coordination and Technical Assistance

**RGV Focus** – MOU and Data Collection

**UTRGV** – Math and English Professional Development for Teachers

## IHE Partners in Region One

- The University of Texas Rio Grande Valley
- South Texas College
- Texas Southmost College
- Texas State Technical College
- Laredo College
- Texas A&M International University

## IHE Partners in Region Two

Coastal Bend College

Del Mar College

Texas A&M University-Corpus Christi

Texas A&M University-Kingsville



UTRGV



# Region One District and IHE Collaboration for College Prep Courses

## Participation

- Created in 2014 to establish one MOU in partnership with all Region One IHE's
- 35 active MOU's with Region One Districts
- 40 Participating High Schools

## Professional Development through Region One ESC

- Each year there is an introductory workshop for new teachers
- UTRGV Professors meet with math and ELAR teachers to provide content support, resources, and best practices for teaching the course.
- Math teachers meet twice a semester
- ELAR teachers meet once a month

## Leadership Collaboration; 2024-25 MOU Discussions

- RGV Focus
- District Leadership
- IHE Leadership
- Region One





# MOU Requirements and Highlights

## Signature Process

- Region One Executive or Deputy Director sends initial invitation to join partnership or if there is a change in the MOU
- MOU is reviewed and signed by district superintendent and returned to Region One
- MOUs term is 5 years with 4 automatic renewals of 5 years each unless terminated by either party\*

**\*The automatic renewals can lead to gaps in communication amongst leadership at the district and campus level.**

## MOU Requirements

- IHEs share data on college level completion data
- IHEs recognize and honor waiver for two years after graduation
- IHEs develop the coursework, student learning outcomes (SLO), syllabi, and assessments
- Districts provide HQ teachers (Secondary ELA & Math certified)
- Districts send teachers to required trainings
- Districts include only 12th grade students on track to meeting graduation measured by credits and successful completion of all EOC exam\*

**\*Ongoing discussions on course eligibility have been paused due to TEA review.**



# TEA Updates and College Prep Course Review

## College Preparatory Courses for Public-School Accountability Guide for College Preparatory Course Providers



### College Preparatory Course Provider Process Overview

In the 2024-2025 school year, TEA is implementing a process to review and approve college preparatory courses that count for college, career and military readiness (CCMR) credit in the public-school accountability system.

This process aims to ensure that college preparatory courses (defined in Texas Education Code (TEC), §28.014) align with standards consistent with other indicators of college readiness. Under TEC, §28.014, college preparatory courses in English language arts and mathematics are courses developed through partnership(s) between a school district and at least one institution of higher education (IHE).

### 2025-2030 College Preparatory Course for Accountability Application Timeline





# TEA Updates and College Prep Course Review

## Course Content

To what extent does the course meet the criteria in this area?	Reviewer Considerations
<b>Course Content</b>	
The goals and objectives clearly state what the participants will know or be able to do at the end of the course. The goals and objectives are measurable in multiple ways.	Within the learning management system, course goals and objectives are present, explicitly stated, and can be easily found by students. The student's level of mastery is measured against each goal and objective. After reading the list of goals and objectives, students will understand what they will be learning throughout the course.
The course content and assignments are of sufficient rigor, depth and breadth to teach the standards being addressed.	The course components (objectives, assessments, instructional strategies, content, assignments and technology) are sufficiently broad, deep and rigorous such that successful students will have the knowledge and skills required by the standards upon completion of the course.
A clear, complete course overview and syllabus are included in the course.	The syllabus and overview include course objectives and student learning outcomes; assignments, student expectations; time requirements; required materials; the grading policy; teacher-student, teacher parent contact policies; the intended audience; and the content scope and sequence.
Course requirements are consistent with course goals, are representative of the scope of the course and are clearly stated.	The course requirements include: a timeframe for participation, an approximate time required for individual activities, and expectations for communications.

## Course Instructional Design

To what extent does the course meet the criteria in this area?	Reviewer Considerations
<b>Course Instructional Design</b>	
The course is organized by units and lessons that fall into a logical sequence. Each unit and lesson include an overview describing objectives, activities, assignments, assessments, and resources to provide multiple learning opportunities for students to master the content.	The course is organized by units and lessons that fall into a logical sequence. At the start of each unit or lesson, an overview is posted describing the objectives, activities, assignments, assessments, and resources to be used and completed. A variety of activities, assignments, assessments, and resources are used to provide students with different paths to master the content.
Course design reflects a clear understanding of all students' needs and incorporates varied ways to learn and master the curriculum	A variety of instructional and assessment methods, materials and assessments are used throughout the course, which allow students to demonstrate their achievement of the goals and objectives of the course.
Readability levels, written language assignments and mathematical requirements are appropriate for the course content and grade-level expectations.	The course content should be written at appropriate readability levels for the grade level of the student audience and the grade level should be prominently explained within the course description.
The course provides opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material	Learning activities and other learning opportunities are developed to foster instructor student and student-student interaction. The technology and course content encourage exchanges amongst the instructor and students through email, discussions, synchronous chats, simulations, and other group projects.

## Technology or Delivery of Course

To what extent does the course meet the criteria in this area?	Reviewer Considerations
<b>Technology or Delivery of Course</b>	
The course uses content-specific tools and software appropriately.	A variety of software and online tools are used appropriately and as needed within the online course. Tools should be easy to use, necessary for teaching and/or enriching the lesson, cross platform and free to the student (or built into the course). The tools should be linked from within the course or sent as software with other course materials at the beginning of the course.
The course structure includes adequate and appropriate methods and procedures to assess students' mastery of content.	Built-in course assessments are provided, and access to answers, explanations, and/or rubrics are included.

## Student Assessment

To what extent does the course meet the criteria in this area?	Reviewer Considerations
<b>Student Assessment</b>	
Student evaluation strategies are consistent with course goals and objectives, are representative of the scope of the course and are clearly stated.	The strategies used to assess students throughout the course are consistent with and aligned to what is presented in the course goals and objects document posted within the course.
The course structure includes adequate and appropriate methods and procedures to assess students' master of content.	Assessment types are matched to the level of knowledge being tested. Both formative assessments (that inform, and support learning) and summative assessments (that demonstrate mastery) are part of the course structure.
Assessment strategies and tools make the students continuously aware of their progress in class and mastery of the content.	Feedback tools and procedures are built into the course to allow students to periodically self-monitor their academic progress.
The grading policy and practices are easy to understand.	Grading policies and practices are clearly defined.





# TEA Updates and College Prep Course Review

## College Preparatory Courses for Public-School Accountability Guide for College Preparatory Course Providers



### Schedule for phase-in of updated college preparatory course requirements

Starting with 2026 high school graduates, students must complete an approved college preparatory course to be eligible for CCMR credit in the public-school accountability system.

Credit for 12th grade college preparatory courses only starts with 2026 graduates in 2027 Accountability. Graduates in 2026 and beyond will only be eligible to receive CCMR credit for successful completion of an approved college preparatory course that is completed in the 12th grade.

### Criteria for successful college preparatory course completion

The criteria for successful completion of a college preparatory course are determined between a school system and the partnering IHE.

In accordance with TEC, §51.338(e), (19 TAC §4.54(c)), upon successful completion of a college preparatory course, students earn a Texas Success Initiative (TSI) exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements.

Annual Graduates	Accountability Year	College Preparatory Course List	Application and Approval Schedule	Grade Level of Course Completion
Class of 2025	2026	-	Application Cycle 1 Open 11/2024 – 3/2025	11th and 12th Graders
Class of 2026	2027	Application Cycle 1 List (valid 2025-2030)	Application Cycle 2 Open 9/2025 – 3/2026	12th Graders
Class of 2027	2028	Application Cycles 1 & 2 Lists (valid 2025-2030)	Application Cycle 3 Open 9/2026 – 3/2027	12th Graders
Class of 2028	2029	Application Cycles 1, 2, & 3 Lists (valid 2025-2030)		12th Graders
Class of 2029	2030	Application Cycles 1, 2, & 3 Lists (valid 2025-2030)		12th Graders

Note: College preparatory courses will all be approved through 2030 regardless of the application cycle in which they are approved.





# What does this mean for the current College Prep Course Partnership?

*The course review process will result in the following:*

- A 2025-2030 college preparatory course for public school accountability list of approved providers
- Assignment of a unique Service ID for each approved college preparatory English language arts courses and each college preparatory mathematics course approved for credit in the public-school accountability system
- Continuous improvement to support consistent high-quality courses for students

- Beginning next school year, districts may only use approved CPCs for CCMR Accountability
- Districts must still have an MOU in place for a waiver to be accepted by the IHE
- All MOU requirements remain in effect unless otherwise amended





# **Thank you for attending!**

Contact Information

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