

College Preparatory Courses for Public-School Accountability

Guide for College Preparatory Course Providers

This guide serves as a notice to college preparatory course providers, such as institutions of higher education (IHEs), education service centers (ESCs) and other eligible college preparatory course providers that the Texas Education Agency (TEA) is inviting applications for a course review process that will result in a college preparatory course for public school accountability list of approved providers.

This document details the procedures and standards for approving college preparatory courses (CPCs) to ensure alignment with the public-school accountability system. It sets standards and accountability requirements for approving service providers who collaborate with school districts to deliver college preparatory courses.

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).

This is a specific process that providers of college preparatory courses must follow to participate in the Texas Education Agency's college preparatory course for public school accountability approval process. Within this guide, you will find a timeline, list of deliverables and requirements and links to applications.

College preparatory course providers that wish to participate must submit an application that includes narrative responses and data files indicating their interest to be considered an approved provider of a college preparatory course that counts toward the college, career and military readiness (CCMR) credit in the public-school accountability system.

TEA will work with faculty reviewers to assess submitted application materials for college preparatory courses for public school accountability through a comprehensive review process. Each college preparatory course approved for public school accountability will be assigned a unique Service ID enabling data collection related to participation and outcomes.

Eligible College Preparatory Course for Public School Accountability Provider Applicants:

- Institutions of Higher Education (IHE)
- Education Service Centers that have an agreement to partner with an IHE to offer college preparatory courses that will be accepted at that partnering institution
- Entities that have Memorandums of Understanding with IHE to offer college preparatory courses that will be accepted at that partnering institution

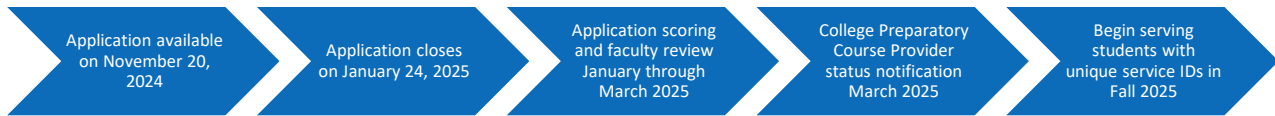
A provider of an approved College Preparatory Course for Public School Accountability must:

- have served students in 2021-2022 and still be actively serving students,
- apply to the Texas Education Agency (TEA) that includes three .csv files containing previous college preparatory course participation (district Information for 2021-2022, 2022-2023, and 2023-2024),
- undergo a quality review of the application by faculty reviewers from across the state

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

2025-2030 College Preparatory Course for Accountability Application Timeline



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.

College preparatory course for public-school accountability lists

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.

Application Requirements

To apply for approval to offer college preparatory courses in English language arts and/or Mathematics for CCMR credit in the Texas accountability system, providers should follow these steps:

1. Application Submission:

- a. Providers can apply for either one or both courses (English and/or Mathematics).
- b. This submission must include three .csv files containing previous college preparatory course participation data (district information for 2021-2022, 2022-2023, and 2023-2024)
- c. Memorandum of Understanding (sample attachment)
- d. Syllabus (sample attachment)

Application Outline

Eligible College Preparatory Course for Public School Accountability Provider Applicants:

- Institutions of Higher Education (IHE)
- Education Service Centers that have an agreement to partner with an IHE to offer college preparatory courses that will be accepted at that partnering institution
- Entities that have Memorandums of Understanding with IHE to offer college preparatory courses that will be accepted at that partnering institution

A provider of an approved College Preparatory Course for Public School Accountability must:

- have served students in 2021-2022 and still be actively serving students,
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Service Provider information

Applicant Representative Information

Provide the contact information for the individual completing this application on behalf of the organization. This person is responsible for submitting the application but may not have the authority to approve or confirm compliance with requirements.

Authorized Official Information

Please provide the contact information for the individual with the authority to approve and certify the organization's compliance with the requirements to provide a college prep course every year.

Contact Information:

- Name of Organization
- Mailing Address
- City
- State
- Zip code
- Phone Number
- ESC Region

Select the Type of Service Provider:

Choose the appropriate option that best describes the type of service provider your organization represents.

- Institution of Higher Education (IHE)
 - 2-year or 4-year
- Education Service Center (ESC)
- Other
 - Entities that have Memorandums of Understanding with IHE to offer college preparatory courses that will be accepted at that partnering institution

Service Scope and Planning Instructions

Please respond to the following questions to help us understand the scope of your services and future planning during the 2024-2025 and 2025-2026 school years.

Select the most accurate options based on your current and anticipated operations. For questions regarding anticipated increases, provide details where applicable.

Select the range of districts that your organization is serving in the 2024-2025 school year.

- 1-10 school districts
- 11-30 school districts
- 31-70 school districts
- 71-105 school districts
- 105+ school districts

Select the range of schools that your organization is serving in the 2024-2025 school year.

- 1-10 high schools
- 11-30 high schools
- 31-70 high schools
- 71-105 high schools
- 105+ high schools

Does your organization anticipate an increase in the number of school districts you work within 2025-2026?

- Yes
 - How much of an increase is anticipated in the number of schools districts your organization will work with in 2025-2026?
- No
- Unsure

College Preparatory Course Grade Level Offerings

Under Section 28.014 of the Texas Education Code, College Preparatory Courses (CPC) in English Language Arts and Mathematics are courses developed in partnership between a school district and at least one institution of higher education.

The courses must be designed: for students at the 12th grade level whose performance on: an end-of-course assessment instrument required under Section 39.023 (Adoption and Administration of Instruments) (c) does not meet college readiness standards; or coursework, a college entrance examination, or an assessment instrument designated under Section 51.334 (Assessment Instruments) indicates that the student is not ready to perform entry-level college coursework; and to prepare students for success in entry-level college courses.

Select the grade levels that your organization is serving in the 2024-2025 school year.

- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

Select the grade levels that your organization will serve in the 2024-2025 school year.

(For the Class of 2026 and subsequent graduating classes, only courses completed in the 12th grade will be eligible for CCMR credit to *Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338 .*)

- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

Type of application submitted

Please indicate the type of college preparatory course(s) your organization plans to submit for review. If 'both' is selected, your organization will be required to respond to both sets of narrative questions in the application.

- English language arts
- Mathematics
- Both*

English language arts – student completion

Most of the questions that follow will require narrative responses. Narrative responses are limited to a maximum of 250 words. We recommend writing your responses using text- editing software such as Microsoft Word and then pasting your responses into the application when they are complete.

What criteria is used to measure student success in your ELA college preparatory course. (Select all that apply)

- Rubric
- End of course exam
- Essay
- High School Passing Criteria (Eng II or Eng III)
- We do not use any of the criteria listed *

Is there a minimum score or grade necessary to achieve criteria for successful completion?

- Yes
 - Please state the score or grade criteria.
- No*

Please describe your threshold on determining student successful completion.

[Open ended response]

*Please explain the rationale behind why you did not select any criteria.

[Open ended response will appear if “We do not use any of the criteria listed” or “No” is selected in the questions above]

Do you have a current course syllabus for the ELA college preparatory course?

- Yes
- No
- Unsure

Attachment – pdf

Please attach current copy of the course syllabus for the ELA college preparatory course.

Briefly outline the instructional materials used in delivering the ELA college preparatory course.

[Open ended response]

What specific technological tools are used in delivering the ELA college preparatory course?

[Open ended response]

Mathematics – student completion

Most of the questions that follow will require narrative responses. Narrative responses are limited to a maximum of 250 words. We recommend writing your responses using text- editing software such as Microsoft Word and then pasting your responses into the application when they are complete.

What criteria is used to measure student success in your Mathematics college preparatory course. (Select all that apply)

- Rubric
- End of course exam
- High School Passing Criteria (Alg I or Alg II)
- We do not use any of the criteria listed*

Is there a minimum score or grade necessary to achieve criteria for successful completion?

- Yes
 - Please state the score or grade criteria.
- No*

Please describe your threshold on determining student successful completion.

[Open ended response]

*Please explain the rationale behind why you did not select any criteria.

[Open ended response will appear if “We do not use any of the criteria listed” or “No” is selected in the questions above]

Do you have a current course syllabus for the Mathematics college preparatory course?

- Yes
- No
- Unsure

Attachment – pdf

Please attach current copy of the course syllabus for the Mathematics college preparatory course.

Briefly outline the instructional materials used in delivering the Mathematics college preparatory course.

[Open ended response]

What specific technological tools are used in delivering the Mathematics college preparatory course?

[Open ended response]

Educator Requirements

Does the organization have teaching requirements for school district staff to teach the college preparatory course?

- Yes
- No

If yes, please describe specific requirements for school district staff to teach the college preparatory course.
[Open ended response]

If no, please explain why there are no teaching requirements for school district staff to teach the college preparatory course.

[Open ended response]

Do you have teaching requirements for faculty to teach the college preparatory course?

- Yes
- No

If yes, please describe specific requirements for faculty to teach the college preparatory course.

[Open ended response]

If no, please explain why there are no teaching requirements for faculty to teach the college preparatory course.

[Open ended response]

Partnership Information

Provide information on the frequency of collaboration among high school teachers, district representatives, and college faculty to ensure the courses adequately prepare students for college level coursework.

[Open ended response]

Frequency of Collaboration

- Yearly
- Quarterly
- Monthly
- Another cadence not mentioned

How does the service provider support/provide professional development for IHE faculty or school district staff?

[Open ended response]

Memorandums of Understanding (MOUs)

Does your organization have a current Memorandum of Understanding (MOU) with your district partners?

- Yes
- No
- Unsure

Summarize the information in the MOU that addresses successful course completion.

[Open ended response]

Attachment – pdf

Please attach current copy of MOU for college preparatory courses with a school district.

Briefly outline the instructional materials used in delivering the ELA college preparatory course.

[Open ended response]

Delivery of Course

What is the course delivery method?

- Virtual – asynchronous
- Virtual – instructor led
- In-Person – faculty led
- In-Person – school district led
- Blended

Elaborate on the rationale behind course delivery method? Was the decision driven by district or campus request? Influenced by the location of the institution or capacity?

[Open ended response]

Sample Course Materials or Test Account

Materials submitted will be used by faculty reviewers to score on a rubric provided in this guide.

Link to Test Account or location of materials made available to TEA – English language arts

[Fillable box for a link]

Link to Test Account or location of materials made available to TEA – Mathematics

[Fillable box for a link]

Data Submission Guidelines

A data submission is required for this application process to the Texas Education Agency (TEA) that includes three .csv files containing previous college preparatory course participation (district Information for 2021-2022, 2022-2023, and 2023-2024),

[.CSV file format](#)

Each file should contain one column without a header, including:

- 9-digit CDC number (county-district-campus number)
- If you have District number only, ensure it is 9 digits by including three ending zeros (e.g. 123456000)

Please submit a separate file for each year, even if the same schools are served.

[.CSV file naming convention](#)

Use the following naming conventions for your files:

- For institutions with a FICE code: Use the format `FXXXXXX_22`, `FXXXXXX_23`, `FXXXXXX_24`
 - “F” followed by 6-digit FICE, underscore, two-digit year
- For vendors without a FICE code: Use the format `VVendorName_22`, `VVendorName_23`, `VVendorName_24`
 - “V” followed by vendor name, underscore, two-digit year

Application Scoring

Components of the application will be scored to ensure submission of requested materials.

		Criteria	Points
		Application with complete narratives	30
		Faculty Rubric Score	40
		Memorandum of Understanding (MOU)	5
		Course Syllabus	5
Data Criteria		Successful Course Credit Rate	10
		First College-Level Course Performance	10
			100

Faculty Rubric Guidelines

The college preparatory course rubric will score on several essential standards to approve college preparatory courses for the purpose of demonstrating college readiness in English language arts and/or Mathematics.

An approved College Preparatory Course will be structured with clear objectives, activities, assessments, and resources in each unit and lesson, promoting active engagement and accommodating diverse learning needs. Evaluation and improvement are integral components of the College Preparatory Course accountability process.

Therefore, these courses will undergo a faculty review cycle every five years to assess their effectiveness.

Faculty Review Criteria

The following criteria is based on was the National Standards for Quality Online Courses.

Faculty reviewers will use the following rating scale and questions to assign ratings to the materials or test links that are provided in the application.

Scores will reflect a score for English language arts or mathematics, respectively.

Course Content

To what extent does the course meet the criteria in this area?	Reviewer Considerations
Course Content	
<p>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.</p>	<p>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.</p>
<p>The course content and assignments are of sufficient rigor, depth and breadth to teach the standards being addressed.</p>	<p>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.</p>
<p>A clear, complete course overview and syllabus are included in the course.</p>	<p>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.</p>
<p>Course requirements are consistent with course goals, are representative of the scope of the course and are clearly stated.</p>	<p>The course requirements include: a timeframe for participation, an approximate time required for individual activities, and expectations for communications.</p>

Course Instructional Design

To what extent does the course meet the criteria in this area?	Reviewer Considerations
Course Instructional Design	
<p>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.</p>	<p>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.</p>
<p>Course design reflects a clear understanding of all students' needs and incorporates varied ways to learn and master the curriculum</p>	<p>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.</p>
<p>Readability levels, written language assignments and mathematical requirements are appropriate for the course content and grade-level expectations.</p>	<p>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.</p>
<p>The course provides opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material</p>	<p>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.</p>

Technology or Delivery of Course

To what extent does the course meet the criteria in this area?	Reviewer Considerations
Technology or Delivery of Course	
<p>The course uses content-specific tools and software appropriately.</p>	<p>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.</p>
<p>The course structure includes adequate and appropriate methods and procedures to assess students' mastery of content.</p>	<p>Built-in course assessments are provided, and access to answers, explanations, and/or rubrics are included.</p>

Student Assessment

To what extent does the course meet the criteria in this area?	Reviewer Considerations
Student Assessment	
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.

Instructor Certification / Course Evaluation and Support

To what extent does the course meet the criteria in this area?	Reviewer Considerations
Instructor Certification / Course Evaluation and Support	
<p>Course instructors, whether face-to-face or virtual, are certificated and “highly qualified.” The online course teacher possesses a teaching credential from a state-licensing agency and is “highly qualified.”</p>	<p>This standard can only be evaluated in the context of specific instructor(s) identified to teach the course. The college preparatory course teacher possesses a teaching credential from state-licensing agency and is “highly qualified”</p>
<p>Training for the course delivery system is offered by the provider to assure effective use of the courseware and various instructions are available.</p>	<p>Training is available for instructors of the college preparatory course, which includes using the technology tools specific to the course. Appropriate evidence might include training schedules, materials, tutorials or external links, as well as expectations for training frequency and annual hours of training</p>
<p>The course provider offers technical support and course management assistance to students, the course instructor, and the school coordinator</p>	<p>Online technical help and support should be available any time. If 24/7 support is not available, support hours are clearly posted within the course or on the online program’s website and a maximum response time is noted. Assistance may take the form of Frequently Asked Questions, training resources, mentors, or peer support.</p>
<p>Course instructors, whether face-to-face or virtual, receive instructor professional development, which includes the support and use of a variety of communication modes to stimulate student engagement</p>	<p>This standard can only be evaluated in the context of specific instructor(s) having been identified to teach the course. Professional development prepares the instructor to use multiple, varied means of communication and stimulating engagement of online students. Modes include but should not be limited to email, threaded discussions, live chat/whiteboard sessions, document sharing, etc.</p>