

### Appendix A.1.1 College To Career Blueprint

<b>Goal 1: CURRICULUM STANDARDS and ASSESSMENTS</b> - Adopt standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy						
<b>TEACHING</b>	<b>Key Practices</b>	<b>Action Steps</b>	<b>Performance Measures</b>	<b>Outcome</b>	<b>District/ State Resources</b>	<b>National/ Federal Resources</b>
<b>In higher-performing schools, curricula and instruction are closely aligned with state academic standards.</b>	Implementation of standards based curricula and instructional practice is tight and coherent, and cohesive policies and strategies are implemented to strengthen student learning of ELA & Math.	1a. Employ Academic Coordinator at project level. 1b. Align district curriculum (CSCOPE) with Texas College and Career Readiness Standards and state assessments gr 6-12 1c. Create 6 week common assessment of classroom TEKS mastery core subjects. 1d. Create semester common benchmarks of TEKS mastery.	<b>All Grades:</b> The percentage of students, by subgroup, who met “satisfactory” state standards at all grade levels on STAAR Reading and Math.	Create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards	<ul style="list-style-type: none"> <li>• CSCOPE curriculum framework;</li> <li>• STAAR 1 - test development program</li> <li>• Released STAAR and EOC assessments</li> <li>• Project Share – online portal for Texas Educators.</li> </ul>	Smarter Balance Assessment Consortium Resources
		1e. Hire Academic Coach at each district to co-teach, model, present PD integration of standards based, student centered ELA & Math pedagogy.			<ul style="list-style-type: none"> <li>• ESC training to “break down” the state content standards to identify prerequisite student skills</li> </ul>	DOE exemplary math programs <a href="http://www.k12academics.com">http://www.k12academics.com</a>

**Appendix A.1.1 College To Career Blueprint (CONT)**

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<b>TEACHING (Continued)</b>	<b>Key Practices</b>	<b>Action Steps</b>	<b>Performance Measures</b>	<b>Outcome</b>	<b>District/ State Resources</b>	<b>National/ Federal Resources</b>
<b>In higher-performing schools, curricula and instruction are closely aligned with state academic standards.</b>		1f. Provide electronic system curriculum mgmt			Electronic management system (Eduphoria, DMAC, etc)	
		1g. Set explicit criteria for general placement in ELA and math classes to ensure students master the subject-matter standards			Project Share portal –Rubric dev based on academic achievement, linguistics, etc, TX Literacy Initiative	

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<b>CURRICULUM STANDARDS and ASSESSMENTS (continued):</b>						
<b>LEARNING</b>	<b>Key Practices</b>	<b>Action Steps</b>	<b>Performance Measures</b>	<b>Outcome</b>	<b>District/State Resources</b>	<b>National/Federal Resources</b>
<b>In higher-performing schools, curricula and instruction are closely aligned with state academic standards.</b>	Emphasize early identification and proactive intervention for student academic needs	1j. Employ Technology Coordinator to oversee hardware installation & technology use; 1k. Provide personal technology devices for struggling students to access, create and publish learning; 1l. Establish Technology Lending program to school and residential access for targeted students; 1m. Provide online access to textbook, intervention & homework assistance. 1n. Contract with Tech Maintenance Team to install, maintain, troubleshoot devices	<b>All Grade Levels:</b> The percent of students by subgroup who met or exceeded growth rate based on scale score growth in reading, math, and writing.  <b>All Grade Levels:</b> The percent of students from targeted subpopulations who meet Level III advanced performance on STAAR Reading and Math.	Create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards	Texas Education Agency Instructional Materials and Educational Technology Division – textbooks and media;  TX Student Support Initiative electronic intervention programs and online tutors	Transforming American Education: Learning Powered by Technology – National Education Technology Plan;  School Of One – New York model of online learning pathways for instruction based on individualized student need and interest
	Subject area teachers, intervention teachers, and parents meet to develop and monitor student intervention plans.	1o. Establish Academic Student Centers; 1m. Provide extra duty pay for teachers to provide tutoring at center; 1n. Establish Parent Communication Policy; 1p. ELA & Math Coaches provide parent training in use of technology devices and programs			Internet access, online reference system and books; electronic intervention programs; district homework access	Evaluation of Evidence-Based Practices in Online Learning: A meta-analysis and review of online learning studies, U.S. Department of Education

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<b>Goal 2: DATA SYSTEMS</b> - Utilize data systems that measure student growth and success, to improve teacher practice and student learning.						
<b>Education Assurances</b>	<b>Key Practices</b>	<b>Action Steps</b>	<b>Performance Measures</b>	<b>Outcome</b>	<b>District/State Resources</b>	<b>National/Federal Resources</b>
<b>TEACHING</b>  <b>Higher-performing schools use assessment and other student data extensively to improve teacher practice and student learning.</b>	The district plays a strong leadership role regarding the provision and use of student assessment data.	2a. Provide access to electronic student achievement data and English language dev test data for EL students;	<b>PK-3:</b> The percent of PK-3 students meeting state proficiency standards each year in Reading as measured using the STAAR assessment in grade 3.	Accelerate student achievement and deepen student learning by meeting the academic needs of each student	DMAC or Eduphoria tech based data mgmt; TELPAS language acquisition test	Common Assessment Development Workshops;
		2b. Offer PD and real time access to data for teachers and administrators.	<b>Gr. 4-8</b> The percent of grade 8 students meeting state proficiency standards each year in Reading/ELA as measured on the STAAR assessment.		Education Service Center training and installation for early adopters	Teacher’s Ability to Use Data to Inform Instruction: Challenges & Supports ,USDOE
		2c. Provide computer-based systems to provide real time access to academic and risk factor data.	<b>Gr. 9-12</b> The percent of participating students who graduate on time with their cohort		Texas State Data Center GPS Dashboard – interactive software system	On-TRAC for Data Driven Instruction – USDOE interactive software system
		2d Trained ELA and Math Coaches guide teachers in using achievement data to identify needs for improved teacher practices and to identify and recognize exemplary teacher practices;			TEA Project Share portal; TX Literacy Initiative effective practices; TX Regional Science & Math Collaborative effective instructional practices.	Use of Educational Data at the Local Level From Accountability to Instructional Improvement – a report from the DOE of using data effectively to change teaching and learning

<b>DATA SYSTEMS (continued)</b>						
	<b>Key Practices</b>	<b>Action Steps</b>	<b>Performance Measures</b>	<b>Outcome</b>	<b>District/State Resources</b>	<b>National/Federal Resources</b>
<b>LEARNING</b>  <b>Higher-performing schools use assessment data extensively and other student data extensively to improve teacher practice and student learning.</b>	Teachers use assessment data extensively in higher-performing schools signaling a culture shift with student outcomes as the focus.	2e. Hire Grad Coach to monitor student progress, attendance, and positive behavior.	<b>PK-3:</b> The attendance rate of campus that houses 3 <sup>rd</sup> grade students during the 2012-2013 school year.  <b>Gr. 4-8</b> Improve the attendance rate of the campus that houses grade 8 students.  <b>Gr. 9-12</b> Improve the attendance rate of the campus that houses grade 8 students.	Decrease achievement gaps across student groups	Early Warning Data System using TSDS GPS Dashboard	Communities in Schools Grad Coach model program
		2f. Provide link to TX Texas State Data System GPS parent portal to data to help students and parents commit to, monitor, and take accountability for steady and measurable progress in their learning;			TSDS GPS Dashboard system parent portal	TEA TSDS training and installation for early adopters
		2g. Academic Coaches conduct parent training in using Internet based resources to track student progress.			Education Foundation Scholarships; DATE teacher performance compensation system model	IES Practice Guide to Dropout Prevention; National Dropout Prevention Center Best Practices
		2h. Establish incentive program paying student tuition for college credit courses based on measurable student progress			PEIMS report - state summaries of annual dropout rate, graduation, completion, & dropout rates,	NCES report – federal summaries of annual dropout rate, longitudinal graduation, completion, dropout rates, state

**EFFECTIVE EDUCATORS AND LEADERS** - *Recruit, develop, reward, and retain effective teachers and principals, especially where they are needed most.*

<b>TEACHING</b>	<b>Key Practices</b>	<b>Action Steps</b>	<b>Performance Measures</b>	<b>Outcome</b>	<b>District/State Resources</b>	<b>National/Federal Resources</b>
<b>Teachers with strong competencies, substantive evaluation of their practice, and adequate availability of support, time, and resources work collectively to improve student outcomes school-wide and individually to improve instruction.</b>	Employ a high proportion of highly effective ELA and math teachers	3a. Hire a Leadership Coordinator to coordinate leadership activities.	<b>All Grade Levels:</b> The number and percentage of participating students, by subgroup, whose teacher of record and principal are a highly effective teacher and a highly effective principal as measured by a rating of proficient or exceeds expectations on PDAS Domain XIII student growth.	Increase the effectiveness of educators and expand student access to the most effective educators (1) Enhance student academic performance; (2) Enhanced student attendance; (3) identify and assist students in at-risk situations; and (4) improve campus performance rating. - AYP	Educate Texas Resources	Great Teachers and Great Leaders – US Department of Education
		3b. Implement Domain VIII of PDAS that includes student growth as a measure of educator effectiveness			Professional Development and Appraisal System (PDAS) Domain VIII	Targeting Student Growth: Using Student Learning Objectives as a Measure of Student Growth
		3c. Provide educator PD in the revised PDAS			ESC training in PDAS system components	Learning Registry – using learning content data
		3d. Develop data program to calculate student growth			Online student achievement and growth data system	MyData - individual electronic student data;
		3e. Provide educator access in real-time to student growth data in the classroom.			Texas State Data System GPS Dashboard – tool to access data; Naviance Succeed- tool to access data about content .	Education.data.gov- open educational data sets;

**EFFECTIVE EDUCATORS AND LEADERS (continued)**

<p><b>LEARNING Teachers with strong competencies, substantive evaluation of their practice, and adequate availability of support, time, and resources work collectively to improve student outcomes school-wide and individually to improve instruction.</b></p>	<p>Ensure a clean, safe, and disciplined school environment where learning and achievement are valued by students and teachers</p>	<p>3f. Provide open educational data sets, individual electronic student data, and data about learning content to students and families to improve student choices around learning</p>	<p><b>All Grade Levels:</b> The number and percentage of participating students, by subgroup, whose teacher of record and principal are a highly effective teacher and a highly effective principal as measured by a rating of proficient or exceeds expectations on PDAS Domain XIII student growth.</p>	<p>Expand student access to the most effective educators to: (1)Enhance student academic performance; (2)Enhance student attendance; (3)Identify and assist students in at-risk situations; and (4)improve campus performance rating AEIS and AYP</p>	<p>Texas State Data System GPS Dashboard – tool to access data; Naviance Succeed- tool to access data about content .</p>	<p>Education.data.gov- open educational data sets; MyData - individual electronic student data; Learning Registry - learning content data</p>
		<p>3g. Provide PD for students, families, and educators to develop leadership skills that Students and educators will attend leadership training to discover their own self-worth and approach life prepared to achieve.</p>			<p>Texas State Data System GPS Dashboard – tool to access data; Naviance Succeed- tool to access data about content .</p>	<p>Education.data.gov- open educational data sets; MyData - individual electronic student data; Learning Registry - learning content data</p>
		<p>3h. Develop rubric of teacher qualifications required for teaching college and career courses including effectiveness and qualifications.</p>			<p>Certification by Examination program for Career and Technology Certification and Licensure;</p>	<p>Network of national institutions of higher education offering masters level degree programs in education.</p>
		<p>3i. Establish teacher incentive scholarship system to provide tuition</p>			<p>Texas Educator Excellence Grant TEEG Incentive</p>	<p>DOE Teacher Incentive Fund resources</p>

**TURNING AROUND OUR LOWEST PERFORMING SCHOOLS – Create a school culture that values high achievement and prepares students for college and careers.**

TEACHING	Key Practices	Action Steps	Performance Measures	Outcome	District/State Resources	National/Federal Resources
<p><b>Higher performing schools have a school culture that places its primary focus on improvements in academic outcomes for all students, from the lowest to highest achieving student.</b></p>	<p>Design instructional program to prepare all student for a rigorous high school education.</p>	4a. Hire a College to Career Coordinator.	<p>The percent of participating students enrolled in college credit courses during high school;</p> <p>The number of students in each Texas high school who graduate from a two or four year postsecondary education institution within four years of HS graduation based on a Texas Higher Education Board report;</p>	<p>Increase the rates at which students graduate from high school prepared for college and careers</p>	<p>Texas Education Agency High School and College Preparation Initiatives: Early College High School, Campus Charters, HS Restructuring, etc.</p>	<p>USDOE College Access Initiative</p>
		4b. Employ College to Career Advisors (1 per quadrant) to provide college information, prepare for entrance tests, complete FAFSA and scholarship applications, access enrollment aps.			<p>Technology devices to access online resources</p>	<p>Idaho Public College Network</p>
		4c. Hire Network Administrator, Producer, and Editor			<p>Online career program including interest surveys and career exploration</p>	<p>Pathways to College Resource Library</p>
		4d. Create and maintain College Access Network including			<p>Technology based templates in five career pathways</p>	<p>Jobs for the Future ACHIEVE Texas - 16 career clusters</p>
		4e. Offer career exploration in MS to prepare students for HS grad plans that include college/career.				
		4f. Offer career pathways based on 5 endorsement areas (technical & college credit in 9-12 <sup>th</sup> )				



**TURNING AROUND OUR LOWEST PERFORMING SCHOOLS – Create a school culture that values high achievement and prepares students for college and careers.**

<b>TEACHING (continued)</b>	<b>Key Practices</b>	<b>Action Steps</b>	<b>Performance Measures</b>	<b>Outcome</b>	<b>District/State Resources</b>	<b>National/Federal Resources</b>
		4g. Work as consortia to pool resources and provide full year programming including a menu of online & distance educ courses			Technology based program to house templates with student, educator, and family access	College Access Program Directory, National College Access Network (NCAN)
		4h. Collaborate with IHEs to provide Services to College Students			Technology devices to access online resources	TRIO and online student support systems
		4i. Establish technology rich labs for conducting courses and/or accessing online programming			Classrooms converted to enable hands-on, tech based lessons	IPCN online library resources; Texas College & Career resources
		4j. Advise, counsel, provide resources for parents/adult learners to empower them to meet family goals.			School District Website – Parent Portal with links and access to resources	DOE Promising and Practical Strategies to Increase College Access

**TURNING AROUND OUR LOWEST PERFORMING SCHOOLS (cont)**

	<b>Key Practices</b>	<b>Action Steps</b>	<b>Performance Measures</b>	<b>Outcome</b>	<b>District/State Resources</b>	<b>National/Federal Resources</b>
<b>LEARNING</b>  <b>Higher performing schools have a school culture that places its primary focus on improvements in academic outcomes for all students, from the lowest to highest achieving student.</b>	Design instructional program to prepare all student for a rigorous high school education.	4k. Hire a College to Career Advisor (1 for each quadrant) to advise students and families			TEA College and Career Resources	USDOE College Access Resources
		4l. Provide training in use of College Access Network to provide college prep and success resources.			Online system, Internet Access, Kiosk for college applications	IHE Trio and Student Support Programs; Web-based tools
		4m. Establish a College Access area in Student Academic Center to promote high expectation, high achievement culture.			College Access area designated; PD, events, activities, and trainings.	No Excuses University-First Generation College -Goers
		4n. Provide virtual and onsite College to Career events and visits coordinated by Advisor			Transportation provided to families and students	Business, industry, community IHE partnerships.
		4o. Provide opportunities to take college credits at the online at the IHE site.			PDAS performance ratings based on student growth.	DATE teacher performance compensation system model